



MITIGATING VIOLENCE DIRECTED AT TEACHERS:

A NARRATIVE INQUIRY

BY

SIPHELELE KHANYASE

BEd (UKZN), BEd Hons (UKZN)

STUDENT NUMBER: 213533689

This dissertation is submitted in fulfilment of the requirements

for the degree of

MASTER OF EDUCATION

(EDUCATIONAL PSYCHOLOGY)

COLLEGE OF HUMANITIES

SCHOOL OF EDUCATION

UNIVERSITY OF KWAZULU-NATAL,

SOUTH AFRICA

SUPERVISOR:

PROFESSOR DIPANE HLALELE

JULY 2022

DECLARATION

I, Siphellele Khanyase, declare that:

1. The research reported in this dissertation, except where otherwise indicated, is my original research.
2. This dissertation has not been submitted for any degree or examination at any other university.
3. This dissertation does not contain other persons' data, pictures, graphs, or other information, unless specifically acknowledged as being sourced from other persons.
4. This dissertation does not contain other persons' writings, unless specifically acknowledged as being sourced from other researchers. Where other sources have been quoted, then:
 - a. Their words have been re-written, but the general information attributed to them has been referenced.
 - b. Where their exact words have been used, their writings have been placed in italics and inside quotation marks and referenced.
5. This dissertation does not contain text, graphics or tables copied and pasted from the internet unless specifically acknowledged, and the source is detailed in the dissertation and the reference sections.

Siphellele Khanyase

Signature:

A solid black rectangular box used to redact the signature of Siphellele Khanyase.

Student Number: 213533689

As a supervisor, I hereby approve this dissertation to be examined.

Professor Dipane Hlalele

DEDICATION

The dissertation is dedicated to

My mother *Nomusa Khanyase*, my late father *Bongani Guma*, for giving me the incredible gift of LIFE. This work is also dedicated to my late grandmother *MaMthalane-Zondi* whose love knew no bounds and who taught me the value of hard work.

ACKNOWLEDGMENTS

I thank God for the guidance and strength that enabled me to overcome the obstacles while I was writing this dissertation.

I want to acknowledge the following people for their support in my academic journey:

- I would like to thank my supervisor, Professor Dipane Hlalele. I am highly grateful for your invaluable advice, continuous support, and patience during my study. Your immense knowledge and ample experience have encouraged me during the time of my academic research.
- My appreciation also goes out to my husband, Mr Ngwenya. I am thankful for the support you have given me throughout my academic journey. I owe my achievements to you, and words cannot describe my gratitude.
- I would also like to extend my most profound appreciation to the participants, who volunteered to be part of this study. Thank you very much for your contribution.

ABSTRACT

Violence directed at teachers has become a pervasive problem with long-term consequences for teachers and educational outcomes. The issue of violence directed at teachers warrants urgent attention. All those within the school environment, learners, teachers, heads of departments, deputy principals, principals, and support personnel, should feel safe when they are in the school environment. In the same way, learner safety is prioritised within the school environment, teachers' safety within the classroom and school should also be prioritised so that they can confidently perform their duties.

This study is a collective case study of two schools couched within the interpretivist paradigm. This paradigm was suitable for understanding teachers' experiences of violence that is directed at them and the consequences thereof. The study adopted qualitative data generation methods, which included narrative interviews. For the interviews, a purposive sampling of the participants was adopted; there was no set formula rigidly applied to determine the sample size. The study adopted the social cognitive theory.

Findings provide evidence of the high rate of violence directed at teachers, especially when accounting for both physical and non-physical forms of violence. The findings established that verbal violence was the most common form of violence that is directed at teachers. Furthermore, it was found that most of the teachers were negatively affected by the violence directed at them, with significant repercussions for their well-being. Recommendations made were that there should be a comprehensive approach to addressing violence directed at teachers. Teachers should be trained in classroom management and crisis intervention. Individual intervention strategies should be recommended for learners with serious behavioural problems. Furthermore, there should be an explicit school policy and effective strategy to handle issues of violence directed at teachers. The study concluded that violence directed at teachers is exceptionally prevalent. Moreover, it is complex, multi-dimensional, and dynamic, and it also negatively affects educational outcomes. Mitigating violence directed at teachers should be a critical component of school violence programs.

KEYWORDS: Mitigating, Violence, Teachers, Schools, Narratives

LIST OF ACRONYMS AND ABBREVIATIONS

CCTV	Closed-circuit television
DBE	Department of Basic Education
DoE	Department of Education
DPLG	Department of Provincial Local Government
HoD	Head of Department
INK	Inanda, Ntuzuma, and Kwamashu
KZN	KwaZulu-Natal
NAPTOSA	National Professional Teachers' Union of South Africa
SGB	School Governing Body
SACE	South African Teachers Union
SADTU	South African Teachers Democratic Union
SASA	South African Schools Act
SAPS	South African Police Service
SGB	School Governing Body
SMT	School Management Team
USA	United States of America
WHO	World Health Organisation

LIST OF TABLES

Table 4.1 Sandile’s demographics, background, and context.....	78
Table 4.2 Mandisa demographics, background, and context.....	79
Table 4.3 Thabo’s demographics, background, and context.....	79
Table 5.1 Major themes and subthemes.	89

LIST OF FIGURES

Figure 3.1 Photographs of children imitating the violent behaviour of the female model they had observed in the film (Bandura, Ross & Ross 1963).	49
Figure 3.2 Bandura's (1986) Observational Learning Process.....	52
Figure 3.3 Model of Triadic Reciprocal Determinism	56
Figure 4.1: Map showing the proximity of Inanda in relation to Durban.	75

TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGMENTS	iii
ABSTRACT	iv
LIST OF ACRONYMS AND ABBREVIATIONS	v
LIST OF TABLES	vi

CHAPTER ONE

INTRODUCTORY BACKGROUND

1.1 Introduction	1
1.2 Background	2
1.3 Rationale of the study.....	4
1.4 The Problem Statement	4
1.5 Aims and Objective of the Study	6
1.6 Key Research Questions.....	6
1.7 Significance of the Study	6
1.8 Theoretical Framework.....	7
1.8.1 Observational Learning	7
1.8.2 Triadic Reciprocal Determinism	8
1.9 Overview of the Research Design and Methodology.....	8
1.9.1 Qualitative Research Approach	8
1.9.2 Research Paradigm	9
1.9.3 Case Study Design	11
1.10 Research Methodology.....	12
1.10.1 Narrative Inquiry	12
1.11. Data Collection Methods	12
1.12. Selection of Participants.....	13
1.13 Data Analysis	13
1.14 Ethical Considerations.....	14
1.15 The Trustworthiness of the Study.....	14
1.16 Outline of Chapters.....	15
1.17 Summary.....	16

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction	17
2.2 Clarification of Concepts	17
2.2.1 Violence	17
2.2.2 Violence directed at teachers.....	18
2.3 Review of Related Literature	18
2.3.1 Nature of violence directed at teachers.....	18
2.3.3 Prevalence and experiences of violence directed at teachers in schools. ...	19
2.4 Forms of violence that are directed at teachers	23
2.4.1. Verbal Violence	24
2.4.2 Physical Violence	24
2.4.3 Sexual Harassment.....	25
2.5 Factors contributing to violence directed at teachers in schools.	25
2.5.1 Substance Abuse and Alcohol	27
2.5.2 Conditions in the home environment.....	28
2.5.3 Community violence and a high crime rate	29
2.6 The impact of community poverty.....	30
2.6.1 School Climate.....	31
2.6.2 Classroom Management.....	31
2.6.3 School Leadership	32
2.6.4 Teacher on learner violence.....	34
2.6.5 Corporal Punishment	35
2.7 The effects of violence directed at teachers in schools	36
2.7.1 Emotional effects	36
2.7.2 Physical effects	37
2.7.3 Psychological effects.....	37
2.8 The effects of violence directed towards teachers on educational outcomes.....	38
2.9 Services available to teachers who are victims of violence in school.....	39
2.10 Existing measures taken to deal with violence directed at teachers.....	39
2.11 The value of exploring ways to mitigate violence directed at teachers.	41
2.12 Summary	42

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 Introduction	43
3.2 Theoretical Framework.....	43
3.3 The Social Cognitive Theory	44
3.4 Origins of the Social Cognitive Theory	46
3.5 Concepts of the Social Cognitive Theory.	47
3.5.1 Observational Learning	47
3.5.2 Attentional Process-	50
3.5.3 Retention Processes	51
3.5.4 Motor Reproduction Processes	51
3.5.5 Reinforcement and Motivational Processes	52
3.5.6 Observational Learning effects on behaviour.....	53
3.6. Triadic Reciprocal Determinism.....	54
3.6.1 Behavioural Factors	56
3.6.2 Environmental Factors	56
3.6.3 Personal Factors	58
3.7 Basic assumptions of the Social Cognitive Theory.....	59
3.8 Aims and Objectives of Observational Learning and Triadic Reciprocal Determinism	60
3.9 The Application of Observational Learning to the Study.....	60
3.10 The application of the Triadic Reciprocal Determinism to the study	61
3.11 Justification for adopting Bandura's Social Cognitive Theory.....	61
3.12 Strengths and limitations of Social Cognitive Theory	62
3.13 Limitations	63
3.13 Summary	64

CHAPTER FOUR:

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction	65
4.2 Definition of research	65
4.3 Research Design.....	65
4.4 The Research Paradigm	66
4.5 Research Approach.....	69
4.5.1 Case Study Design	70
4.5.2 Justification for adopting a Collective Case Study Research Design	72

4.6 Negotiating and gaining access to the research sites and the participants	72
4.7 The research sites.....	74
4.8 Justification for the choice of study sites in the study.....	75
4.9 Research Methodology	76
4.9.1 Narrative Inquiry.....	76
4.9.2 Selection of Participants.....	77
4.10 Data Generation Methods	80
4.10.1 Narrative Interviewing	80
4.11 Data Analysis	82
4.11.1 Thematic Analysis.....	82
4.12 Trustworthiness.....	84
4.14 Ethical considerations	86
4.15 Challenges and Limitations of the Study	86
4.16 Summary.....	87

CHAPTER FIVE

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

5.1 Introduction	88
5.2 Objectives and Research Questions.....	88
5.3 Key Research Questions.....	88
5.4 Theme 1: Types of violence experienced by teachers	89
Sub-theme 1.1 Verbal Violence	90
Sub-theme 1.2 Physical Violence	91
Sub-theme 1.3 Written forms of Violence	91
Sub-theme 1.4 Violence and theft against teachers' property.....	92
5.5 Theme 2: Learner upbringing and society.....	93
Sub-theme 2.1: Family Factors.....	93
Sub-theme 2.2: Substance Abuse	95
Sub-theme 2.3 Poverty and Community factors.....	96
Sub-theme 2.4 Peer Influences.....	97
Sub-theme 2.5 Service delivery protest	98
5.6 Theme 3: Support and Training.....	98
Sub-theme 3.1 Workshops.....	98
Sub-theme 3.2 Provision of social workers	99
Sub-theme 3.3: Community awareness programs.....	100
5.7 summary	100

CHAPTER SIX

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

6.1 Introduction	101
6.2 Summary of the Study.....	101
6.3 Findings reflecting on violence directed at teachers in schools.....	102
6.3.1 Theme 1: Types of violence experienced by teachers	102
6.3.2 Theme 2: Learner upbringing and society.....	105
6.3.3 Theme 3: Support and Training	110
6.4 Recommendations to mitigate violence directed at teachers	112
6.5 Limitations of the study	113
6.6 Conclusion	114
References.....	115
Appendices	134
Appendix 1: Department of Education Approval Letter.....	134
Appendix 2: Ethical Clearance Certificate	135
Appendix 3: Request to participants for permission to participate in the study.....	136
Appendix 4: Participant informed consent reply slip	137
Appendix 6: Narrative Interview Schedule.....	138
Appendix 7: Editors Certificate	140
Appendix 8: Turnitin Certificate	141

CHAPTER ONE

INTRODUCTORY BACKGROUND

1.1 Introduction

In this introductory chapter, I commence with a discussion of the background of the study. The research methodology and the research design as well as the data analysis. I then highlight the problem statement, the rationale of the study, aims and objectives, and research questions. At the end of this chapter, I outline the remaining chapters.

Violence which is directed at teachers is arguably one of the most critical issues facing teachers in schools. Over the past years, research has focused on violence that is directed at learners. However, studies have ignored the reality that teachers are affected by school violence as much as learners are affected. Espelage et al. (2013), argue that violence directed at teachers is common and has been consistent over time. Despite the reality that violence affects everyone in a school, there is a dearth of research on school violence that is primarily directed at teachers (Mcmahon et al., 2014). Teachers increasingly face threats and attacks from their learners (Kapa et al., 2018). Schools are expected to be safe; however, teachers are subjected to different violent behaviours.

Violence directed at teachers refers to a range of behaviours directed at teachers that includes bullying and intimidation, verbal threats, physical attacks, and thefts, which negatively affect the school climate, violate school rules, and endanger the well-being of those involved in the school (Espelage et al., 2013). Violence directed at teachers can be perpetrated by many individuals, including learners, parents, colleagues, and others within the school setting (Mcmahon et al., 2014). However, studies suggest that violence that is directed at teachers is most often perpetrated by learners than any other perpetrator (McMahon et al., 2014; Tiesman et al., 2013). Limited research has investigated the prevalence and impact of violence against teachers at school (Moon et al., 2019).

There is evidence that violence directed at teachers has negative consequences for those who are victims. Teachers' experiences of violence can negatively impact their

general well-being, affecting physical, mental, and emotional health. Apart from teachers' general well-being. Kapa et al. (2018), argue that violence, directed at teachers' further results in reduced job satisfaction increased burnout, and increased intention to leave the teaching profession. As a result, the issue of violence directed at teachers is not trivial since the consequences are harmful to both teachers as well as the education system. Violence directed at teachers is common and therefore, more research is needed to understand teachers' experiences and to implement strategies to mitigate the scourge.

1.2 Background

Violence directed at teachers in South Africa is not a new phenomenon. Countries with a history of violence from any cause, carry a high risk for in-school violence (Brown et al., 2009). South Africa is one of the countries with a history of state-sponsored violence dating back from the apartheid era (Botha et al., 2012). It can be said that the history of violence in South Africa goes way back to the 'Bantu education' system. Nonetheless, violence directed at teachers across the globe is an acute and serious issue that has received relatively little attention in the literature (Berlanda et al., 2019).

The Department of Basic Education (DBE Report, 2014) states that the responsibility of learners is to respect teachers and their vital role. However, according to SACE (2020) what is currently happening in South African schools is concerning; violence directed at teachers has reached unprecedented proportions. The South African Council for Educators has an overall responsibility to regulate, support, and develop the teaching profession fraternity in South Africa. Nevertheless, one cannot ignore the violent behaviours in the school premises from the negative socio-economic factors which is prevalent within our communities. A school situated in a community where there are high levels of crime, violence, and drug abuse, is more likely to experience incidences of violent behaviour.

Violence affects those who are directly victimised and those who witness the violence occurring at schools, creating an atmosphere of fear and apprehension, which interferes with a learner's ability to learn (SACE, 2020). Santor et al. (2019), found that the impact of violence directed at teachers is long-lasting. The high levels are associated with diminished physical and mental health and lower job performance. It

thus, becomes untenable for teachers to fulfil their duties in a school environment which is characterized by consistent acts of violence.

Ncontsa and Shumba (2013), argue that despite measures put in place by the Department of Basic Education and schools, there is empirical evidence that violence that is directed at teachers is escalating. The increasing level of violence, that is directed at teachers requires urgent attention. This is particularly important because teachers play a critical role in the education system. The South African Schools Act 84 (SASA) of 1996 (Republic of South Africa, 1996) empowers school governing bodies (SGBs) and professional managers to oversee the functioning and the running of public schools to enhance teaching and learning. It emphasises that these two bodies must ensure a safe school environment.

DBE has provided a framework for a whole-school approach for principals and teachers to be held accountable for school safety and to develop and maintain safe, welcoming, and violence-free environments. According to the South African Council of Teachers SACE (2020), the SGB should adopt clear guidelines on responding to learners, who show signs of behavioural challenges and a code of conduct for learners who have violated behavioural expectations. Nonetheless, these have minimal effects since teachers are still subjected to violence in schools.

Chapter Two of the South African Constitution (RSA 1996). Section 12 (RSA, 1996, p.30) states that everyone has the right "to be free from all forms of violence and not be treated or punished in a cruel, inhuman, or degrading way." In these acts, clear directives are given concerning the protection of all individuals. Fundamentally, teachers are entitled to work in an environment that is free from threat, fear, and harm. However, it seems that this right is violated in many schools.

Despite the legal framework discussed above, violence directed at teachers continues to be reported in South African schools (Harber & Mncube, 2011), with continued reports of brutal acts of violence (De Wet, 2016). Therefore, it can be argued that the measures which are put in place by the DBE to control school violence, have not been effective and they need to be reviewed to curtail the risk factors that lead to violence directed at teachers in schools. School education represents a vital phase in a child's life; therefore, any distortion of the process resulting from any form of school violence, could have a devastating effect on a child's future and the teacher's career.

1.3 Rationale of the study

This study explores the ways of mitigating violence which is directed at teachers in schools and is undertaken owing to personal interest, professional and contextual experiences. Firstly, in my interest, violence directed at teachers, especially in the South African context, is prevalent and escalating with relatively diminutive research attention.

Secondly, in my professional experience, and in my first year working as a teacher in one of the high schools in the Kwa-Zulu Natal, Umlazi district, I witnessed a senior teacher being physically assaulted by a grade 8 female learner. The teacher reprimanded the learner for disruptive behaviour and incomplete classwork activities in the classroom. The teacher had further threatened to take the learner to the principal. In response, the learner pulled the teacher's blouse forcefully. She then repeatedly punched the teacher. Tiesman et al. (2013), indicate that violence directed at teachers often occurs when disciplining a learner. Witnessing such an act was a terrifying and psychologically draining experience for me. Violence directed at teachers, in my experience, has had a negative impact on the victims, witnesses, and those within the school. Finally, according to literature, violence directed at teachers is a global phenomenon with similar features and outcomes around the world.

There is evidence that violence directed at teachers has adverse effects. It increases teachers' fears of personal safety and often causes them to leave the profession of teaching altogether (Benbenishty et al, 2019). Learners' academic and behavioural outcomes are directly influenced by the professional functioning of teachers and the recruitment and retention of quality teachers (Reddy, Dudek & Christopher, 2014). There is no doubt that violence directed at teachers has a negative impact on victimized teachers, observers, and those within the school.

1.4 The Problem Statement

SACE (2011) mentions that what is happening in South African schools is alarming; the violence of learners against teachers has reached unprecedented proportions. An important finding in the National Schools Violence Study was the increased reports of learners violently attacking teachers (Burton, 2008). While learners are expected to show respect to teachers, they are attacking teachers and even killing them on the school premises (SACE, 2011). Learners no longer respect teachers; they are

physically, verbally, emotionally, and directly or indirectly abusing them, leaving a profound mark on the self-confidence and self-esteem of teachers (SACE, 2020).

Literature suggests that many teachers are subjected to physical, verbal, emotional, and sexual violence in schools, which is a serious problem. The media has released numerous reports on violence directed at teachers. Jordaan (2018), reported on a video on social media showing learners attacking a teacher. In the video, the two learners repeatedly punch and kick a teacher to the ground while she screams. Furthermore, Masuku (2019) reported a video showing a teacher being attacked by a learner on the school grounds in KwaZulu Natal; in the video, the learner allegedly beats the teacher with his fist. According to the report, the teacher sustained an eye injury during the fracas. Violence directed at teachers is prevalent in South African schools. According to Mekoa (2019), the South Africa Democratic Teachers Union (Sadtu) says it has become fashionable throughout the country for learners to become unruly, and the safety of teachers leaves much to be desired, and something needs to be done. Teachers cannot work and teach effectively in an unsafe environment.

The South African Schools Act, Act 84 of 1996 (DBE, 1996a) had an addendum promulgated in November 2006 that addressed regulations for Safety and Protection Measures in Public Schools (DBE, 2006). It entailed that public schools must develop action plans to counter threats of violence that have the potential of having a negative effect. However, this has minimal effect since teachers are still subjected and prone to violence in schools. Fundamentally, teachers have the right to work in an environment where they feel respected and free from fear, threat, and harm. However, those rights have been unnoticed by learners who are perpetrators of violence.

Violence directed at teachers is a reality that hinders the process of effective teaching and learning. Being violently victimised is a traumatic life event for teachers or any human being. Teachers are presented with various challenges that they must address in the classroom as their primary academic responsibilities. Besides their day-to-day administrative and academic tasks, teachers also manage various social and behavioural issues that can impact the classroom environment (Williams et al, 2016). Teacher unions are also facing the growing challenge of violence that is directed teachers, and the South African Democratic Educators Union (SADTU), emphasises

the urgent need to address and prevent this problem of school violence and its underlying causes (Mekoa, 2019).

Schools should be a safe environment that encourages teaching. The Republic of South Africa constitution declares that everyone is entitled to work in a nonviolent and safe environment, yet this is not entirely realized in South African schools owing to the violence that is directed at teachers. Teachers are not guaranteed security in their profession. The Department of Education is not doing enough to ensure the safety of teachers at schools (SADTU, 2019).

1.5 Aims and Objective of the Study

This study sought to understand teachers' experiences of violence directed at them and to explore the strategies that could be applied to mitigate it. This study is guided by the following objectives:

- 1. To understand teachers' experiences of violence directed at them in schools.**
- 2. To understand the influencing factors of violence directed at teachers in schools.**
- 3. To explore ways of mitigating violence directed at teachers.**

1.6 Key Research Questions

The main research question of this study is.

How can we mitigate against violence directed at teachers?

While the sub-questions are:

- 1. What are the teachers' experiences of violence directed at them in schools?**
- 2. What are the influencing factors of violence directed at teachers in schools?**
- 3. How can violence directed at teachers be mitigated?**

1.7 Significance of the Study

As indicated above, there appears to be limited literature on violence directed at teachers. This study intends to contribute knowledge to approaches to be used in schools to mitigate violence directed at teachers. The total eradication and prevention

of school-based violence in schools may not be possible; however, it is possible to mitigate the levels of violence directed at teachers. School managers and teachers should acknowledge the prevalence, experience, and consequences of teacher victimization to mitigate violence that is directed at teachers.

1.8 Theoretical Framework

The theoretical framework for this study involved exploring and analysing the work of Bandura (1977) and (1989). This study focused on two theories that emerged from the social cognitive theory: observational learning and triadic reciprocal determinism. These theories complement one another as observational learning theory states that behavioural patterns can be acquired through observing the behaviour of others; hence, surroundings can influence behaviour and cognition within the individuals. Additionally, triadic reciprocal determinism recognizes the importance of reciprocal relationships between the behaviour, the individual (cognitive), and the environmental influences in how individuals learn behaviours. This theory stresses the mutual interrelationships among behaviour, internal causes, and environmental factors (Ewen, 2010). Compatibly these theories provide an insight into factors contributing to violence that is directed at teachers.

1.8.1 Observational Learning

According to Bandura (1977), the social cognitive theory explains that behavioural patterns can be acquired through direct experience or by observing the behaviour of others. Connolly (2017) mentions that the social cognitive theory is often described as the "bridge" between traditional learning theory (behaviourism) and the cognitive approach because it focuses on how mental (cognitive) factors are involved in learning. The social cognitive theory posits that people learn from one another through observation, imitation, and modelling. Edinyang (2016), explicates that in society, children are surrounded by many influential models, such as parents within the family, friends, and other members of society. Children pay attention to some of these agents of socialization and imbibe the behaviours exhibited. Later, they are more likely to imitate the behaviours they have observed, regardless of whether the behaviour is appropriate or not. The social cognitive theory posits that behaviours are learned from the environment through observational learning. This theory provides a framework for understanding how people actively shape and are shaped by their environment.

1.8.2 Triadic Reciprocal Determinism

The social cognitive theory explains psychosocial functioning in triadic reciprocal determinism (Wood & Bandura, 1989). The term determinism is used to mean functional dependence between events. According to Ponton and Carr (2012), essential to social cognitive theory is the notion of triadic reciprocal determinism through which human functioning is understood by considering interactions between the person, behaviour, and the environment. In this model of reciprocal determinism, behaviour, cognitive, and other personal factors and environmental events operate as interacting determinants that influence each other bidirectionally (Wood & Bandura, 1989). In this model of reciprocal causality, internal personal factors in cognitive, affective, and biological events, behavioural patterns, and environmental events, all operate as interacting determinants that influence one another bidirectionally.

I believe that social cognitive theory can have numerous real-world applications. For example, it can help researchers to understand how aggression and violence can be transmitted through observational learning. Furthermore, this theory constitutes an understanding of how the environment and internal personal factors influence behaviour. Mncube and Harber (2013), edify that violence directed at teachers underlines the extent of violence and crime that is experienced in communities, which generally impacts education and what happens in schools. In this study, the theory is used to understand the causes and triggers of violence directed at teachers and to further give insight into finding ways of mitigating the scourge. The concept of observational learning and triadic reciprocal determinism further provides a theoretical analysis of data.

1.9 Overview of the Research Design and Methodology

1.9.1 Qualitative Research Approach

A research design is a plan to investigate the research question, to accomplish the research objectives, and to make sense of the data gathered in a specific manner (Tong et al., 2012). A research design describes the procedure that the researcher uses to conduct the research. This procedure includes the role of the researcher and the participant. The researcher is the primary instrument for data collection and analysis (Mohajan, 2018). A qualitative approach was applied in this study. According to Halcomb (2016), qualitative research encompasses any study that does not use

statistical methods or quantify results. This study adopted the qualitative approach because it is concerned with understanding teachers' experiences of violence directed at them in schools rather than test variables. This study made use of a qualitative approach to acquire in-depth knowledge and sought ways of mitigating violence directed at teachers in schools. Qualitative researchers seek to answer questions that stress how experience is created and given meaning (Mohajan, 2018).

Qualitative research was most appropriate for this study as it involved people's experiences. Qualitative research aims at understanding human behaviour, emotion, attitudes, and experiences (Tong et al., 2012). Qualitative research is a form of social action that stresses the way people interpret and make sense of their experiences to understand the social reality of individuals (Mohajan, 2018). This study gained insight into the difficulties teachers faced when they dealt with issues of violence and how violence that was directed at teachers could be mitigated in schools to imbed a conducive teaching environment. According to Mohajan (2018), the fundamental purpose of qualitative research is to systematically describe and interpret issues or phenomena from the point of view of the individual or population being studied and to generate new concepts and theories.

1.9.2 Research Paradigm

This study was positioned within an interpretive paradigm. Wahyuni (2012) states that interpretivists believe that reality is constructed by social actors and people's perceptions of it. Through the interpretive paradigm, this study gained an in-depth understanding of the influencing factors of violence directed at teachers and further sought ways of mitigating it. Every paradigm is based upon its own ontological and epistemological assumptions. According to Guba and Lincoln (1994), paradigms focus on answering questions related to ontology, epistemology, and methodology. An interpretive paradigm involves taking people's subjective experiences seriously as the essence of what is real for them (ontology), making sense of what they tell us (epistemology), and making use of qualitative research techniques to collect and analyse information (Moser & Korstjens, 2018). In addition, it is crucial to have a firm understanding of these elements to uphold and be guided by the assumptions, beliefs, norms, and values of the chosen paradigm.

Ontology- is a branch of philosophy concerned with the assumptions we make to believe that something makes sense or is real, or the very nature or essence of the social phenomenon we are investigating (Scotland, 2012). Researchers who operate in the interpretive paradigm believe that a phenomenon under investigation is underpinned by multiple realities (Cuthbertson et al, 2020). The central endeavour of the Interpretivist paradigm is to understand the subjective world of human experience (Guba & Lincoln, 1989). The interpretivist paradigm supports that reality is socially constructed with multiple realities or interpretations of events (Merriam & Tisdell, 2015). Interpretivists believe that reality is constructed by social actors and people's perceptions of it (Wahyuni, 2012).

Epistemology- in research is used to describe how we come to know something; how we know the truth or reality, and interpretivist researchers make meaning of their data through their thinking and cognitive processing of data-informed by their interactions with participants (Kivunja & Kuyini, 2017). Interpretivists believe that the researcher and the participants are interdependent in that they influence one another in producing knowledge (Guba & Lincoln, 1989). Interpretivists strive to understand the phenomena from the participants' points of view of various stakeholders. In this paradigm, the researcher relies heavily on the "participants' views of the situation that is being studied (Creswell, 2009). Interpretative researchers, therefore, interact with participants and they have a dialogue to understand the social reality that is being studied. Epistemology is critical because it affects how this study explores ways of mitigating violence directed at teachers.

Axiology- assumes that the research outcome will reflect the researcher's values, trying to present a balanced report of the findings (Kivunja & Kuyini, 2017). The researcher is part of what is being researched, cannot be separated, and will be subjective. Guba and Lincoln (1989), elucidate that research is a valuable bond in the interpretive paradigm. Wahyuni (2012), states that axiology is the role of values in research and the researcher's stance.

Methodology- is directed at understanding the phenomenon from an individual's perspective, investigating interaction among individuals and the historical and cultural contexts people inhabit (Creswell, 2009). According to Scotland (2012), a

methodology is concerned with why, what, from where, when, and how data is generated and analysed.

1.9.3 Case Study Design

According to Yin (2014), case study research is one of the several forms of social science research. Algozzine and Hancock (2017), explain that case study research typically focuses on an individual representation of a group. Secondly, the phenomenon being researched is studied in its natural context bounded by space and time. Thirdly, case study research is richly descriptive because it is grounded in deep and varied sources of information. This study necessitates understanding the influencing factors of violence directed at teachers and it further explores ways to mitigate violence that is directed at teachers in schools. Yin (2014) defines a case study as an empirical inquiry that investigates a contemporary phenomenon ("case") in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be evident. According to Yin (2014), doing case study research is a preferred method in situations when the main research questions are "how" and "why" questions, and when the researcher has little or no control over the behaviour. Accordingly, a case study was most suitable for this study in answering the research questions.

A collective case study was used in this study. According to Crowe, Cresswell, Robertson, Huby, Avery, and Sheikh (2011), a collective case study involves studying multiple cases simultaneously or sequentially in an attempt to generate a still broader appreciation of a particular issue, in addition to offering the advantage of allowing comparisons to be made across several cases and replication. This approach was therefore, used to gather descriptive data in various cases. Such observation aimed at deeply probing and analysing the multifaceted causes of violence directed at teachers. Furthermore, the aim was to understand the causes of violence directed at teachers in the Inanda in-depth and their natural setting, recognizing its complexity and context. According to Yin (2014), it is vital to select a case study cautiously. Sjoberg (2020) states that in using the case study method, the goal should be to carefully select your case and case study. The "case" is the real-life set of events from which data will be drawn, and the case can be the concrete affair or social life in a community (Yin, 2014).

1.10 Research Methodology

1.10.1 Narrative Inquiry

This study made use of a narrative inquiry methodology. According to Wang & Geale (2015), narrative refers to the structure, knowledge, and skill required to construct a story. Narrative inquiry is an umbrella term that captures personal and human dimensions of experience over time, and it takes account of the relationship between individual experience and cultural context (Clandinin & Connelly, 2004). Narrative inquiry was first used by Connelly and Clandinin (2004) as a methodology to describe the personal stories of teachers (Wang & Geale, 2015). The narrative analysis focuses on stories told by participants (Mohajan, 2018). Mohajan (2018) argues that narrative research may give a unique insight into procedural and impalpable aspects of participant experience, informing project design and illuminating context-based impacts that give greater power to local people.

Narrative researchers look for ways to understand and then present real-life experiences through the stories of the research participant (Wang & Geale, 2015). A narrative inquiry methodology was most suitable for this study to gain in-depth knowledge of teachers' experiences of violence. Furthermore, narrative inquiry methodology contributed to making sense of the ambiguity and complexity of teachers' experiences of directed violence in schools. Narrative inquiry amplifies voices that may otherwise remain silent (Wang & Geale, 2015). Voices of victimised teachers were heard. Mohajan (2018) Mentions that narratives allow participants to speak about their experiences without externally imposed constraints. A narrative research design is not only about seeking out and hearing a story (Clandinin & Connelly, 2004). Participants' re-storying of the experience's aids in the process of healing.

1.11. Data Collection Methods

Narrative Interviews

Data collection is crucial in research, as the data intended to contribute to a better understanding of a theoretical framework (Etikan, 2016). This study incorporates the use of narrative interviewing to generate data. Narrative interviews are a means of collecting people's own stories about their experiences, and they help researchers to better understand people's experiences and behaviours (Anderson & Kirkpatrick, 2016). A narrative interview aims at collecting data on an individual's particular

experiences by asking participants questions designed to have the participant respond narratively. Researchers who use narrative interview techniques, do not set out with a fixed agenda; instead, they tend to let the interviewee control the interview's direction, content, and pace (Anderson & Kirkpatrick, 2016).

1.12. Selection of Participants

According to Etikan (2016), the purposive sampling technique is the deliberate choice of participants owing to the qualities the participants possess. "Purposive sampling is used in special situations where the sampling is done with a specific purpose in mind" (Cleary et al, 2016). Etikan (2016), states that purposive sampling involves identifying and selecting individuals or groups of proficient and well-informed individuals with a phenomenon of interest, knowledge, and experience.

As a qualitative study, qualitative research is not concerned with numerical representativity, but with the deepening of understanding of a given problem (Queirós et al., 2017). This research focused on the personal experiences of three teachers who taught in two different schools in the Inanda area, Durban, where violence is prevalent. Therefore, purposive sampling was used to select three teachers who had direct experience of violence. The participants were teachers who were teaching in high schools situated in the Inanda area, and they had experiences of direct violence within the school premises. Participants were able to provide narratives based on their experiences.

1.13 Data Analysis

According to Bernard (2017), data analysis examines and evaluates data using logical and analytic reasoning. Narratives require interpretation when used as data in qualitative research. This study makes use of thematic analysis to identify themes such as patterns in data that are important. Thematic analysis is the process of identifying patterns or themes within qualitative data. A thematic analysis aims at identifying themes, i.e., patterns in the data that are important or interesting, and use these themes to address the research or say something about an issue (Maguire & Delahunt, 2017).

Thematic analysis is the most common form of narrative analysis to seek and identify themes within the narratives (Riessman, 2008). According to Bold (2012), thematic analysis can be used to identify themes within the narratives. The themes are used to

interpret and make sense of the data gathered. Riessman (2008) elaborates that a story can be analysed according to theme, structure, or performance/dialogical aspects. Furthermore, thematic analysis emphasizes the content of a text, "what" is said more than "how" it is said, the "told" rather than the "telling" (Riessman, 2008).

1.14 Ethical Considerations

Iphofen and Tolich (2018), state that ethical responsibility is fundamental in all research. According to the Ethical Standards of the American Educational Research Association (2002), it is crucial that educational researchers respect the rights, dignity, sensitivities, and privacy of all participants involved. The essential purpose of research ethics is to protect the welfare of research participants (Wassenaar & Mamotte, 2012). I applied for ethical clearance at the University of KwaZulu Natal and further sought consent for the study from the Department of Education and permission from the participants.

According to Cohen et al. (2011), all the participants' information and responses gained during the data collection process should be private. The results were made available anonymously to protect the identities of selected participants. Participants were informed that the information would be made public. Participants in the study were also informed in writing that their privacy and anonymity would be treated ethically and confidentially. Arifin (2018), states that research participants should be told the nature of the study to be conducted and given a choice to either participate or not. In this study, the purpose of the research that was being conducted was explained to participants, and it was emphasised that they could withdraw at any time. It was also ensured that participants were not exposed to any undue, physical, or psychological harm. Participants were protected by ensuring secrecy and anonymity.

1.15 The Trustworthiness of the Study

Trustworthiness refers to how the inquirer can persuade the audience that the findings in the study are worth paying attention to and that the research is of high quality (Lincoln & Guba, 1985). Qualitative researchers aim at integrating various methodological strategies to ensure the trustworthiness of findings. Morse (2015), states that Guba and Lincoln introduced criteria for determining the trustworthiness of qualitative research in the 1980s; they replaced terminology for achieving validity, reliability, rigour, and generalizability with dependability, credibility,

confirmability, and transferability. According to Amankwaa (2016), trustworthiness is a critical component of the research process. In ensuring trustworthiness, Lincoln and Guba (1985) propose four criteria that qualitative researchers should consider: credibility, transferability, dependability, and confirmability. These strategies were applied to ensure the study's trustworthiness.

Wahyuni (2012) explicates that credibility involves dealing with the accuracy of data to reflect the observed social phenomena. Accuracy in data generation, analysis, and result reporting, was essential in ensuring the trustworthiness of the study. Lincoln and Guba (1985) suggested that a rich and thick explanation of research sites and characteristics of case organizations should be provided to enhance transferability. Dependability in this study was achieved by a detailed research design, and a step-by-step explanation of the research processes was explained. Wahyuni (2012) defines confirmability as the extent to which others can confirm findings to ensure that the results reflect the understanding and experiences of observed participants rather than the researchers' preferences.

1.16 Outline of Chapters

Chapter one: Introductory Background

This chapter serves as an introductory part of the study. It highlights the background of the study and presents the problem statement and the aim, objectives, and research questions that guide the study. The research methodology, design, and data analysis are briefly described.

Chapter two: Review of Related Literature

This chapter offers in-depth literature obtained from the works of other scholars, on violence that is directed at teachers in schools.

Chapter three: Theoretical Framework

This chapter outlines the theoretical framework which underpins the study. The theoretical framework consists of two theories that emerged from the social cognitive theory, the observational learning theory and the triadic reciprocal determinism theory. These two theories were used to link with the topic and to produce an in-depth understanding of violence directed at teachers.

Chapter four: Research Design, Methodology, and Data Generation

This chapter discusses the research design and methodology; the study is located within an interpretivist paradigm. The chapter discusses the research design, selection of participants, data collection, data analysis, trustworthiness, and ethical issues.

Chapter five: Data Presentation, Analysis, and Interpretation

This chapter presents and discusses findings emerging from the thematic data analysis of teachers' experiences with violence directed at them in schools. The results are based on data collected from participants through narrative interviews.

Chapter six: Discussion and Summary of Findings, Conclusion, and Recommendations.

This chapter reports the results and concludes the report by summarising the main findings, providing recommendations, and offering suggestions to mitigate violence that is directed at teachers.

1.17 Summary

This chapter has provided a general overview of the study. The background and the purpose of the study were discussed, and the objectives and research questions were presented. An overview of the research design and the methodology was also discussed. The study was positioned as a qualitative study within an interpretivist paradigm. The data generation and data analysis procedures were briefly discussed. Furthermore, ethical considerations were considered, and elements that ensured trustworthiness were considered. The following chapter discusses a detailed literature review on violence directed at teachers.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The effects of school violence on learners have been of great interest to researchers; however, little work has been done about violence directed at teachers. This chapter reviews selected scholarly literature about the research study. Furthermore, this chapter reviews both international and South African literature on violence directed at teachers. Firstly, the review seeks to understand the prevalence of violence directed at teachers. Secondly, it seeks to understand the influencing factors. Thirdly, this chapter explores the strategies that have been used to mitigate violence directed at teachers. Finally, the review seeks to understand the importance of exploring ways to mitigate violence directed at teachers in schools.

2.2 Clarification of Concepts

2.2.1 Violence

There are numerous contested definitions and interpretations of violence. When defining violence, we must understand that violence encompasses many different behaviours in different situations (Alvarez & Bachman 2019). Definitions of violence have generally emphasised physical force that harms others; however, more informed definitions of violence have been developed (Firat, 2018). Lokmic et al. (2013), define violence as the intentional infliction of pain and injury to damage the victim's reputation, status, and dignity. Espelage et al. (2013), state that violence includes malicious insults, acts of racism, bias-based hate crimes, racial profiling, assaults, theft, and racketeering. According to SACE (2020), when we use or threaten to use power or physical force to cause harm, this is referred to as violence. It could be intended to harm one person, a group of people, or even ourselves. As a result, violence is intentional, meaning it is carried out on purpose. As mentioned, violence remains differently defined and understood by researchers.

All these definitions agree that violence is harmful. However, they differ in conceptualizing what kinds of harm qualify as violence; some definitions include inflicting emotional and psychological harm while others do not. The definition of violence is broad and highly subjective. It is essential to recognize that our perceptions

and definitions revolve around several variables that help to shape our understanding of the act (Alvarez & Bachman, 2019). The definition that is used in collecting the data for this study and which has informed the data presented herein, are taken from the World Health Organization's (2014) report on violence and health. The World Health Organization report defines violence as "The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either result in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation (WHO, 2014)".

2.2.2 Violence directed at teachers

Berlanda (2019), explicates that a variety of terms are used to describe violence directed at teachers; however, all incidents could be classified and broadly defined as actual, attempted, or threatened harm to a person against school grade teachers. Espelage et al. (2013), define violence that is directed at teachers as various actions, which are directed at teachers that violate school rules and have a negative impact on the learning environment, physical violence, such as assault and weapon use, as well as non-physical violence, such as threats and verbal abuse, are examples of these actions. Bounds and Jenkins (2016), mention that it can be perpetrated by parents, learners, colleagues, or administrators.

According to Berlanda (2019), violence that is directed at teachers, and perpetrated by learners, refers to a range of aggressive behaviours that include inappropriate comments, insults, mockery, shouting and yelling, deliberate insolence, intimidation and verbal threats, harassment through the internet, physical assault and damage to or theft of personal property. However, all incidences could be classified and broadly defined as attempted, threatened, or actual harm to a person against a school grade teacher (Wilson et al., 2011).

2.3 Review of Related Literature

2.3.1 Nature of violence directed at teachers

Violence directed at teachers is not a new phenomenon and it is of great concern worldwide. While one of the most critical roles of the teacher is to provide a safe place that is conducive to learning, teachers themselves face dangerous and uncomfortable situations, both inside and outside the classroom and school (SACE, 2020). According to McMahon et al. (2020), violence directed at teachers is a significant problem. Payne

and Gottfredson (2019), noted that school is one of the sites of violence. Teachers are subjected to a variety of forms of violence. The types of violence that occur are, for example, physical violence and psychological violence, such as insults, obscene comments and gestures, and threats of violence, which can be directed at teachers, both by learners and parents, whereas verbal violence can be seen as a more frequent type of violence (Moon et al. 2020; Payne & Gottfredson, 2019).

Violence directed at teachers is an understudied aspect of the school violence literature. It is associated with various adverse outcomes for teachers, including increased emotional distress and professional disengagement (Berlanda, 2019). As a result, it is entwined with the widespread problem of school violence. While the emphasis on violence directed at learners is valuable, excluding teachers' experiences and perspectives prevents researchers and schools from having a complete picture of the problem and it limits the effectiveness of proposed solutions and interventions (McMahon et al., 2020). Studies of school violence acknowledge that violent acts occur within social contexts, classrooms, schools, neighbourhoods, and social media and involve complex social interactions between and among individuals; however, teachers are often overlooked as victims (Espelage et al., 2013). Therefore, McMahon et al. (2017), argue that violence directed at teachers is a common yet understudied phenomenon. McMahon et al. (2021), explicate that ecological context influences the risk and frequency of violence in which teachers work. Hence, this makes it difficult to assess the depth of the problem. The increased number of reported cases of violence directed at teachers necessitates immediate action by stakeholders.

Every act of violence has far-reaching ramifications for the victim and the educational system. Violence that is directed at teachers includes physical violence, such as assault and weapon use, and non-physical violence, such as threats and verbal abuse. Moon et al. (2021), explain that violence directed at teachers is associated with many adverse outcomes for teachers, including more significant emotional distress. Teachers continue to face this dilemma despite various interventions proposed by various scholars and the Department of Education.

2.3.3 Prevalence and experiences of violence directed at teachers in schools.

Numerous studies have been conducted to understand the prevalence, antecedents, and consequences of school violence and learner-directed violence; however, little

attention has been given to violence that is directed at teachers (Moon et al, 2021). Teachers in South African schools report high teacher-on-learner and learner-on-teacher violence, yet most existing studies focus on learner-on-learner (Mahome, 2019 & De Wet 2016). Several empirical studies have explored the negative consequences and prevalence of violence, broadly conceived of as verbal threats, physical assault, and aggressive damage of property directed at teachers in schools (Moon & McCluskey, 2020). Research shows that teachers are being exposed to physical and psychological violence, where psychological is more frequent (Moon et al., 2021 & Wilson et al., 2011). The recognition and interest in violence directed at teachers are increasing; however, teachers' experiences remain understudied within the larger school violence literature (McMahon et al., 2020).

Literature indicates that violence directed at teachers is a global phenomenon with similar features and outcomes present around the world. Van Jaarsveld (2008) noted that South African schools are rapidly becoming battlefields for violence between learners and between teachers and learners. Du Plessis (2008) indicates that not nearly enough attention has been paid to the effect of high levels of violence on teachers and their coping mechanisms in the face of such violence. Literature suggests that few studies have been conducted on teachers' experiences of violence from their learners (McMahon et al., 2014, SACE, 2011).

The Youth Research Unit (YRU) of the Bureau of Market Research (BMR) reported that almost half of the teachers in Gauteng had considered resigning. The YRU (2012) revealed that many teachers feared for their safety, and they suffered from depression, burnout, or post-traumatic stress disorder (PTSD). Nearly one in four teachers in South Africa has experienced violence on or near school premises (Pahad & Graham, 2012). An important finding of the SACE (2011), 'School-based Violence Report' was the increase in reports of learners violently attacking teachers, with schools reporting on verbal abuse, threats, physical violence, and sexual violence towards teachers. A study conducted by Burton and Leoschut (2013), found that in South Africa, (52.1%) of teachers were often victims of verbal violence, (12.4%) were victims of physical violence, and (3.3%) of teachers were victims of sexual violence. According to SACE (2020), the rate of violence directed at teachers in South African schools is alarming. The number of incidents of violence directed at teachers is on the increase. In South African society, it is becoming evident that violence is of serious concern in both

primary and secondary schools, and it occurs across race, gender, age, and school categories. Although various interventions by different authors and the Education Department exist, teachers are still subjected to verbal, physical, and sexual abuse and harassment, defamation, and intimidation.

The National Professional Teachers' Union of South Africa (NAPTOSA), one of the teachers' unions, acknowledges that violence directed at teachers is as common as violence directed at learners. NAPTOSA (2016), states that teachers are hesitant to report abusive attacks for fear of losing face in the classroom or being intimidated further. Teachers' attacks are therefore, underreported, and they highlight the vulnerability of teachers in South African schools. According to Mahome (2017), the number of existing programmes and interventions are learner focused. These programmes and interventions pay little attention to the plight of the teachers, which makes South African teachers susceptible to being injured or hurt.

In the United States of America, Espelage et al. (2013), consider violence directed at K-12 teachers a serious problem that requires immediate attention from researchers. K-12 is a term used in the United States and possibly other countries such as Canada, to refer to primary and secondary education (Espelage et al., 2013). A study conducted by the American Psychological Task Force exploring violence directed at K-12 teachers across 48 states, found that 80% of teachers reported at least one victimization at school, and 94% had been attacked by a learner. Other findings revealed that nearly 75% of those surveyed had experienced at least one episode of harassment, and 50% of teachers had experienced victimization that included property offences.

Lowe et al. (2020), conducted a study in Western Australia and they noted that violence directed at teachers which was perpetrated by learners was a growing concern, with 8,500 learners suspended in 2017 for inflicting violence on teachers. The study was based on an anonymous web-based survey in which teachers were asked about their experiences with directed violence. The study revealed that 67.9% of teachers had experienced directed acts of violence in school at least once in the past two years.

A study conducted by Moon and McCluskey (2020), found that 54% of participants reported that were experiencing violence in school (e.g., kicking, biting, hit by a thrown

object) during the school year of 2017-2018. Furthermore, results also revealed that 60% reported one or more attempts where physical force was used, and 49% experienced one or more threats of physical force being used. The finding showed that obscene gestures, put-downs, and insults from learners were experienced by 72% of the teachers, whereas "comments that ridicule, offend or demean" (58%), being "ganged up on" (22%), and spreading false accusations (20%) were experienced less frequently. According to Peist et al (2020) report, teachers face frequent and severe workplace violence, such as verbal abuse, property damage, threats, and physical assault. The above findings clearly show that violence directed at teachers is prevalent in schools.

Moon et al. (2015), state that learners in primary and secondary schools show violent behaviour against their teachers at an equal level; however, teachers in secondary schools are more exposed to violent behaviour from their learners than teachers in primary school. These experiences often lead to stress for teachers (Bound & Jenkins, 2016). Studies show that verbal violence was reported more often than other types of violence. Moon et al. (2015), indicated that violence directed at teachers was associated with many negative results for teachers. According to Wilson et al. (2011), studies suggest that violence directed at teachers is a common problem associated with severe adverse consequences in personal functioning, physical and psychological health, teacher-related functioning, teaching effectiveness, and classroom management. Anderman et al. (2018), posit that violence that is perpetrated against teachers can have adverse consequences.

Verbal violence is the most common form, and it is defined as the deliberate use of inappropriate and harsh words to hurt another person. Learners use it and parents sometimes, too, and it is directed at teachers to express their discontent (Lokmic et al., 2013). Espelage et al. (2013), found that violence directed at teachers is common and consistent over time. Bound and Jenkins (2016), emphasized that violence directed against teachers seems to be universally an increasing social phenomenon in schools; thus, strategies to mitigate violence are crucial.

While the prevalence of violence directed at teachers is alarming, studies that go beyond prevalence are limited, and little is known about the experiences and consequences that trigger and follow teacher victimization (McMahon et al., 2019).

There is no doubt that experiences of unpleasant situations in the workplace contribute to negativity, mainly when it includes directed violence. McMahon et al. (2017) found that teachers experience a lack of support, which negatively affects their feelings, creating challenges related to interpersonal relationships, and reflecting problems with schools' systems and policies. The present research indicates a high prevalence of violence directed at teachers. Given the prevalence and the experience of violence directed at teachers, research is needed to understand and implement strategies to mitigate the scourge. Mitigating violence directed at teachers should be a critical element of school violence prevention programs.

2.4 Forms of violence that are directed at teachers

The SACE (2011) identifies the following types of violence directed at teachers: bullying; property theft, vandalism; sexual violence, harassment, and rape; gang-related violence; drug-related violence; physical violence and weapon use; shooting, stabbing, and murder; violence during learner protests; and racially motivated violence. Bounds and Jenkins (2016), examined 11 different types of violence which were directed at teachers' obscene remarks, obscene gestures, verbal threats, intimidation, theft of property, damage to personal property, physical attacks resulting in a visit to a physician, physical attacks not resulting in a visit to a physician, weapon pulled, an object is thrown, and internet victimization. Moreover, a study conducted by McMahon et al. (2017), identified five common types of violence which were directed at teachers, verbal violence, non-verbal violence, physical violence, damage to property, and technology-related violence.

Dogutas (2013), believes that learners' acts of violence may include stealing or extorting valuables or money, verbal abuse, intimidation, and physical assaults. According to Espelage et al (2013), in most of America's public schools' violence directed at teachers ranges from disrespectful behaviour to bullying or intimidation, verbal threats or gestures, theft, property damage, and in some cases, physical assault. In addition to the violence taking many different forms, the nature and level of violence vary. There is a clear distinction that is made between various types of violence.

2.4.1. Verbal Violence

Verbal violence has been identified as the predominant type of violence directed at teachers. McMahon et al. (2019), conducted a study which investigated learner verbal aggression toward teachers. The study indicated that a teacher's directive to a learner to complete work, was a factor which caused learner aggression. According to Kopecký and Szotkowski (2017), the most common attacks are obscene or inappropriate comments, refusal to obey, repeated lying, mocking, insulting, and offensive gestures. Teachers often become victims of verbal violence, particularly humiliation, insults, embarrassment, gossip, and ridicule.

Verbal violence was the most frequently reported type of violence experienced by teachers. A study that was conducted by Woudstra, Janse van Rensburg, Visser, and Jordaan (2018) in the Tswane area found that (44.4%) of teachers experienced verbal violence through hurtful name-calling, being threatened (34.2%), being teased in a hurtful way (28.7%), and having sexual comments made about them (30.9%). Anderman et al. (2018), mention that verbal abuse or threats towards teachers by learners occurred more frequently in secondary schools in the USA and Taiwan. Teachers most commonly experience non-physical (verbal & emotional) violence, followed by physical violence (People for Education, 2018). Literature, therefore, suggests that verbal violence is more common than physical violence.

2.4.2 Physical Violence

Physical violence has taken an additional unusual turn where teachers are also physically attacked by learners and even parents. "Physical violence can be any form of physical aggression to hurt, and it includes corporal punishment and physical bullying by adults and other children." (UNESCO, 2017, p.14). According to Ahn et al. (2017), acts of physical violence include beatings, acts such as pulling at someone's clothes or hair or grabbing someone's belongings. Woudstra et al. (2018), revealed that 34% of teachers had experienced some form of physical violence in their study. McMahon et al. (2014), state that physical violence includes objects thrown at teachers, teachers being physically attacked, and teachers having weapons pulled on them. Although incidents of physical violence are less common than non-physical violence (McMahon et al, 2017), they are nonetheless, highly striking when they occur. For instance, incidents that involve stabbing, shooting, and physical attacks are daunting.

2.4.3 Sexual Harassment

Sexual harassment is one of the most traumatic forms of violence in schools. Sexual harassment includes unwanted sexual jokes, sexually insulting pictures, calling out sexual comments or insults, following people with unwanted sexual invitations, spreading sexual rumours, and uninvited touching, like purposely brushing up against someone (Williams, 2018). According to Education Rights in South Africa – Chapter 17: School Violence (2017), sexual harassment can be defined as unwelcome sexual attention, including suggestive behaviour messages or remarks of a sexual nature. According to Mncube and Steinmann (2014), sexual violence occurs in prestigious, predominantly white, impoverished, predominantly black townships, special education, and even primary schools. Burton and Leoschut (2013), have raised concerns that cases of sexual harassment in schools are less frequently reported than other types of violence.

Williams (2018), mentions a survey assigned by the National Union of Teachers to explore sexist language, sexual harassment, and sexual assault and how institutions dealt with those problems, as well as respondents' opinions on how schools should take action against them. Findings suggested that teachers were targets of sexist language that was directed at them by learners at least every week. Such subjective conditions can also interfere with the professional role, leading teachers to develop negative attitudes toward school. As a result, nonviolent preventive measures to protect teachers from sexual violence are critical in all schools.

2.5 Factors contributing to violence directed at teachers in schools.

The causes of violence directed at teachers in schools, have been attributed to several influencing factors. According to SACE (2011), when attempting to understand the reasons for South Africa's rates of violence directed at teachers, it is necessary to examine the problem from multiple angles, taking into account a variety of factors that have influenced this phenomenon. South Africa, as a country, has had its share of history of violence. Apartheid is thought to have contributed largely to the violent culture in South Africa (Brown, 2009). This history is significant in understanding various issues within the country. Botha et al., (2012) elucidate that those high levels of violence in South African schools reflect a combination and present history. The past is defined as terms of the apartheid era of political dispensation, which is blamed for most abnormalities in today's society. The National Professional Teachers'

Organisation of South Africa (NAPTOSA) argues that violence in schools reflects South African society. Generally, when learners see adults maltreating one another in high places of society such as Legislatures and Parliament, they think that violence is an acceptable norm to resolve differences.

Mncube and Harber (2013), believe that there is a connection between what happens outside the school and what happens inside the school when it comes to violence that occurs at school. Most scholars agree that school violence is a multisystem issue that stems from the community, school, home, and learner characteristics. Burton and Leoschut (2012), provided a report that paints a vivid picture of the challenges of school-based violence, part of it is the violence that is directed at teachers. According to Burton and Leoschut (2012), violence which occurs within schools has many antecedent factors that stem from the different social settings within which young people operate, including the school environment, the family, and the broader community in which people live.

Burton (2008) states that, to understand the causes of violence in schools, one needs to examine and attempt to understand the broader context in which the school is located. Exposure to crime, violence, and drugs, as well as family factors such as domestic violence, parental involvement in crime, violence, and drugs, also increase the likelihood of violent learner behaviour (Smith & Smith, 2006). Mncube and Harber (2013), recognize that the combination of individual, family, school, and community factors is associated with dysfunctional behaviours. It is becoming widely recognized that no one factor contributes to violence directed at teachers.

Most scholars view violence directed at teachers specifically, as a systematic phenomenon. Bester and Du Plessis (2010), suggest four reasons why a learner may choose to inflict violence against a teacher. Firstly, learners may feel backed into a corner and feel that striking out at the educator is the only way to maintain 'face' with peers. Secondly, an educator may be in the position of being an accessible target for the learner at a moment when the learner is reacting angrily. Thirdly, the learner may attempt to exert control over authorities, win favour with peers, seek revenge on the one in authority, or relieve boredom, by carrying out a prank that endangers the wellbeing of the educator. Lastly, the learner may feel obliged to defend himself against the perceived danger that the educator poses. Huang et al. (2020), mention

that teachers with less experience may have more difficulty in dealing with different behaviours of learners, which may result in teacher victimization. Identifying the key factors that contribute to violence directed at teachers is paramount in mitigating occurrences. Espelage et al. (2013), point out another factor that can result in teachers being exposed to violence in school. An example is when teachers intervene between learners who use violence against each other, there is a risk that the teacher himself or herself may be subjected to violence.

2.5.1 Substance Abuse and Alcohol

It has been established that there has been a direct relationship between substance abuse, consumption of alcohol in the school, and school-based violence, which includes violence directed at teachers. The increased presence and consumption of drugs and other harmful substances has increased other forms of school-based violence, including sexual harassment (Burton & Leoschut, 2012).

Substance abuse is one of the most common, if not the leading, causes of violence in South Africa SACE (2011). Substance abuse and alcohol can facilitate and exacerbate violence directed at teachers. Tobacco, alcohol, and drug abuse among learners is a core challenge for South African high schools (Burton, 2008). The use of alcohol and drugs by learners leads to violent behaviours of such learners (SACE, 2011).

Burton and Leoschut (2012), found that 34.5% of secondary school children and 3.1% of primary school children knew learners who had come to school drunk, and a similar percentage knew of fellow learners who had come to school high on drugs. High doses of alcohol in learners result in a lack of judgment and inhibition, leading to that particular learner committing a criminal offence. Williams (2018), points out that acute alcohol intoxication is related to aggression in many individuals when provoked.

Burton and Leoschut (2012), state that the issue of school violence is often compounded by community factors such as alcohol and drug availability and access to firearms and other weapons. High rates of alcohol and drug use increase the level of aggression in an individual, and therefore, the probability of such learners' perpetrating violence is increased. Access to illegal substances is the source of blatant forms of violence directed at the authority figures such as educators and school principals. The violence in the community is more likely also to happen in school, and teachers turn out to be victims of directed violence.

2.5.2 Conditions in the home environment

Lloyde (2018), states that many types of abuse occur within the domestic sphere. The attributes of a person's family and home environment also play a crucial role in the child's risk for violence perpetration. In the home context, the attitudes and actions of parents, caregivers, and siblings have a substantial impact on a child's behaviour and norms, and attitudes (Burton & Leoschut, 2013). When learners are exposed to domestic violence by parents and family members at home, violent norms are generated and condoned (Eke, 2017). This means that, for many children, violence has become a part of their daily lives that it is no longer considered abnormal or problematic. Children can also be affected indirectly by the violence occurring in their home by seeing or hearing it taking place (Lloyde, 2018).

According to Simons and Wurtele (2010), the family is the most violent institution in our society, beside the military and law enforcement agencies. Families constitute the primary context in which young people learn about behaviours that are considered accepted or unaccepted in their societies. Studies have found that domestic violence affects children emotionally, socially, physically, and behaviourally, Williams (2018). Simons and Wurtele (2010), posit that those learners, who are frequently abused by their parents through corporal punishment will, over time, develop attitudes in support of aggressive strategies as solutions to conflict resolution. Thus, learners might be violent and aggressive because they imbibed violence and aggression at an early age as, they witnessed family members' violent behaviour at home daily. Lloyde (2018) noted that the impact of domestic violence might lead to changes in conduct, unpredictable behaviour, aggression, anger, and hyperactivity amongst learners.

Violence experienced by learners at home appears to have considerable consequences on the behaviour and development of learners. Parents or guardians have the most crucial role in shaping their children's behaviours by instilling discipline, values, good morals, and respect from an early age, which may also be seen as a preventive factor of violence directed against teachers. It is, therefore, argued that respect and discipline begins at home.

Burton (2008), revealed that violence which is experienced at a young age impact negatively on the cognitive development of the individual and on the development of prosocial (or the ability to relate and interact in a healthy, positive way with peers and

others) behaviours. Furthermore, violence and violent victimisation during childhood significantly increase the risk of antisocial or delinquent behaviour during adolescence and of engaging in criminal behaviour in adulthood. The learner may perpetrate violence on teachers owing to the learner emulating aggressive norms learned from conflict and experiences of domestic violence. Therefore, when families are unstable and prone to changes, children may be more pertinent to commit violence even against their teachers.

Parental involvement can also increase the risk factors for learners about violence directed at teachers in schools. Eke (2017), noted that the lack of parental involvement could lead to the development of a range of antisocial behaviours that influence school-based violence. Violence, which is experienced by learners at home, appears to have far-reaching consequences on the learner's behaviour. Therefore, family plays a vital role in shaping children's behaviour.

2.5.3 Community violence and a high crime rate

A school is part of the broader society or community in which it is situated. It is widely accepted that schools are microcosms of the broader communities in which they are located (Burton & Leoschut, 2013). According to the South African research, high rates of violence in surrounding areas and easy access to weapons are the main reasons for assault and fighting or the threat of assault in schools. A study by Berg and Cornell, 2016, found that the school's location was also a significant predictor of violence that was directed at teachers. Teachers in urban areas or cities with higher crime rates, reported higher levels of learner aggression, faculty threats, multiple victimizations, and assaults.

A study by Gregory et al. (2012), found that school poverty and community crime were related to violence directed at teachers; however, school size and minority enrolment were significant predictors of teacher victimization. Furthermore, Farrell et al. (2021), contend that schools in communities with high concentrated disadvantage may also contain factors that increase adolescents' risk of exposure to violence and the development of aggression.

Through being victimized and witnessing violence perpetrated against others, exposure of a learner to community violence has been linked to various adverse mental health and behavioural outcomes (Farrell et al., 2021). The violence in the

community spills over to schools, affecting teachers directly as victims or indirectly as witnesses. Learners who live in such communities are at particular risk of being exposed to violence. With a high level of community violence, learners may begin to carry weapons to school to protect themselves from the perpetrators of the violence (Eke, 2017).

Some studies (Chen & Astor, 2009 & Gregory et al., 2012) have shown that school characteristics such as location, size, and type are also significantly related to teachers' victimization or learners' aggressive behaviours toward teachers in schools. The interchange of substances and other drugs takes place in the broader communities and finds its way into the schools, which increases the likelihood of violence directed at teachers. The presence of gangs in elementary and high schools increases the level of violence and crime in the community (Mncube & Madikizela-Madiya, 2014). Moreover, it hinders teachers from exerting their authority in their classes. Therefore, it can be argued that a safe and non-violent school is inexorably linked to a safe and non-violent community.

2.6 The impact of community poverty

In South Africa, studies indicate that violence in schools often occurs more in lower-income communities. According to the Basic Education Rights Handbook (2017), socio-economic factors such as poverty and unemployment can make people feel disempowered and frustrated by their circumstances, leading them to use violence, rape, and other forceful acts to assert power and to be in control. According to Farrell et al. (2021), levels of poverty typically represent areas of concentrated disadvantage that are characterized, not only by high crime rates but also, by disrupted families, smaller social networks, and resident instability.

Many young children in South Africa have been exposed to multiple socio-economic disadvantages and low-quality education: all risk factors for school violence, including violence directed at teachers (Eke, 2017). Ncontsa and Shumba (2013) argue that poverty, unemployment, rural-urban drift, the availability of guns, and the general legacy of violence, have created a context where gangsters rob schools and kill and rape teachers in the process. Learners can also commit crimes to meet their personal needs when their families are found lacking, which leads to the theft of teachers' personal belongings such as money, cell phone, or any other valuables. Eke (2017),

posits that poor background of the learners increases risk factors like the abuse of alcohol, drugs, and other substances. Poverty remains one of the factors that can cause violence directed against teachers in schools.

2.6.1 School Climate

Gregory, Cornell, and Fan (2012), noted that a supportive school climate is linked to teacher safety. A school climate which is full of crime and violence is not conducive to teaching and learning. McMahon et al. (2019), state that violence directed at teachers is closely tied to variables at the school level and these include classroom management, resources, and leadership. Discipline, placement, and safety policies in schools should be central issues in school violence discussions. Unclear rules or inconsistent enforcement of rules can create a hostile school environment and promote antisocial behaviour (Allen, 2010).

McMahon et al. (2019), mention that schools should have policies and procedures in place, to ensure the safety of their learners and staff. When teachers become more fearful in the workplace, they, in turn, may become less committed to their educational mission, which leads to having a negative impact on the overall school climate (Moon et al, 2020). According to McMahon et al. (2017), an authoritative school climate, positive psychosocial climate, and better discipline management, are associated with lower levels of violence directed at teachers.

2.6.2 Classroom management

The ability of teachers to exert control and authority over their classes increases the protective factors that create safe class environments. McMahon et al. (2019) Individual teachers' actions and classroom management strategies can mitigate or exacerbate violence. Better supervision, discipline, and instructional management are associated with fewer learners' high-risk and violent behaviours (Martinez, McMahon, Coker & Keys, 2016).

Etchells (2017), argues that for teachers to create and maintain a productive classroom setting and focus on teaching and learning, classroom management strategies are necessary to decrease disruption and increase compliance. Espelage et al. (2013), mention that several studies have found that the effectiveness of teachers' classroom management skills is a strong indicator of the extent to which violence is directed towards a teacher. According to Eke (2017), when a teacher

cannot manage a class effectively, it can allow learners to engage in different kinds of antisocial behaviours in class that can lead to violent incidents.

Alvarez (2007), posits that teacher preparation is a factor that influences teachers' responses to violence that occurs in the classroom. Allen (2010), mentions that teachers go to class unprepared regarding classroom management skills, including administrative tasks, curriculum management, and managing learners' behavioural issues. When a teacher cannot manage a class effectively, it can allow learners to engage in different behaviours in the classroom that can also lead to violence directed at the teacher. For example, a learner who is not meaningfully engaged in class can see that as a reason to cause mayhem in the classroom or crack jokes. Such disrespect for authority can lead to different behaviours and attitudes that lead to violence directed at teachers.

Eke (2019), explicates that a disruptive behaviour creates teacher-learner conflicts, which cause undesirable interpersonal conditions for both teachers and learners. Moon and McCluskey (2019), found that teachers who engage in uncertainty toward learners in the classroom, are more like to experience various types of victimization by learners. Moreover, they found that more friendly teachers were a significant predictor of victimisation of sexual harassment and verbal abuse. However, Astor (2011), argues that closer learner-teacher relationships have various pros and cons.

Teachers themselves play pivotal roles in reducing school violence through classroom practices (Moon et al., 2020). Eke (2017), argues that an improved learner-teacher relationship can increase the learners' academic engagement, improve results, and reduce violence that is directed at teachers. Astor (2011), asserts that the bonds formed in positive learner-teacher relationships can strengthen the protective factors that reduce school-based violence. Effective class management by teachers can produce a climate that promotes non-violence. According to WHO (2019), well-managed classrooms are also likely to increase teacher safety by protecting them against being victimized. Furthermore, teachers' modelling and reinforcement of prosocial skills may reduce violent behaviour in learners (Allen, 2010).

2.6.3 School Leadership

School leadership is globally recognised as influencing school effectiveness and improvement (Allan, 2010). According to Davids and Waghid (2016), principals have

often found themselves at a loss in knowing how to respond to or confront encounters with violence. They find themselves in the unenviable position of finding ways to counteract the violence and restore schools as safe sites. However, this reduces the ability of school-based management to actively deal with violence directed at teachers in schools and mitigate the occurrence. Davids and Waghid (2016), mention that among the biggest challenges facing school managers is that they have not necessarily acquired sufficient training to deal with violent encounters. In a study that was conducted by McMahon et al. (2020), results showed that teachers who reported threats by learners resulted in reduced respect and disappointment for the school management within teachers.

SACE (2020), states that school managers should provide support to teachers who become victims of violence in the workplace. Teachers who experience violence frequently seek support from school managers (Anderman et al., 2018), yet they often feel that they do not receive the management support they need (McMahon et al., 2017). According to Bass et al. (2006), transformational leadership (e.g., supporting and motivating employees) can buffer against the antagonistic relation between learner violence against school employees and employees' perceptions of school safety.

The principal as well as the school management teams are responsible for the management of the school. This includes implementing systems, guiding, inspiring, and mentoring staff (SACE, 2020). School management should strive to maintain all teachers and have preventative violence measures. Mkhondo (2016), noted that principals increased teacher support builds professional relationships where teachers feel encouraged and valued. A vital role that a principal should play, is to support all teachers. Joyce (2013), states that the manner in which learners view the school management structures in place, influences the attitudes of both learners and educators. D'Alessandro (2013) posits that, maintaining a positive and constructive school climate could be seen as the core managerial function of a school manager. A hostile school climate promotes belligerent behaviours that can lead to violence directed at teachers.

Eke (2017), states that school managers must note that the behaviours that lead to school-based violence have originated historically. It may not be possible to prevent

them, and it may be the case that they can only be strategically managed. Makhasane (2014), explicates that in an environment that nurtures good working relationships among various stakeholders in education, schools are likely to experience low levels of violence, while in situations where relationships are tense, violence is likely to be rife.

The principal can establish systems by engaging with the department of education and by involving parents in putting preventative measures of violence directed at teachers and by supporting victimised teachers. McMahon et al. (2017), state that without school management support, teachers are negatively influenced, including their ability to address school-related issues.

2.6.4 Teacher on learner violence

Gays and lesbian learners are sometimes subjected to various forms of violence directed against them by teachers in South African Schools (Human Rights Watch, 2011). Teacher-on-learner violence can be a contributing factor, leading to violence directed at teachers. Espelage et al. (2013), state that teachers' attitudes and classroom practices are variables that may impact some levels of aggression in the classroom, which in turn predict violence toward teachers. Verbal violence such as name-calling, ridicule, sarcasm, and denigrating statements may lead to learners to become angry and feeling alienated (Makhasane, 2014). Learners who are subjected to psychological maltreatment are also likely to engage in problematic behaviour, such as being aggressive (Kumar, 2018).

Makhasane (2014), posits that when a learner is verbally or physically abused, the learner may have feelings of revenge. In response to violence, learners may become angry, hostile, and violent against teachers. The learner-teacher relationship plays a significant role in the level of well-being experienced by teachers. According to Kumar (2018), teachers' behaviour shows that classroom socialization may be friendly, autocratic, democratic, or laissez-faire. Eke (2017), argues that violence does not reduce violence, and teachers should therefore, not abuse learners emotionally or humiliate them by swearing at them or calling them names. Instead, teachers should adopt a corrective approach and attempt to counsel the learners rather than a retributive approach for managing antisocial behaviours.

2.6.5 Corporal Punishment

The World Health Organisation (2019) defines corporal punishment, as any punishment in which physical force is used and intended to cause pain or discomfort, however light. Mostly corporal punishment involves hitting ('smacking,' 'slapping,' 'spanking') children with the hand or with an implement – whip, stick, belt, or shoe. Nevertheless, it can also involve, for example, kicking, shaking, or throwing children, scratching, pinching, burning, scalding them, or forcing them to swallow food or liquid. This type of punishment was tolerated and accepted historically. According to SACE (2020), corporal punishment is still used by many teachers in many schools.

Evidence shows that corporal punishment has long-term adverse effects on children. It has a damaging effect on children's neurological development and may compromise cognitive development, resulting in increased aggression. In addition, corporal punishment undermines the respect between teacher and learner. Kumar (2018) posits that, learners may become hostile and aggressive against teachers in response to corporal punishment. This may lead to learners having a feeling of revenge.

Forms of discipline, such as corporal punishment, set terrible examples for both learners and teachers (Education Rights in South Africa – Chapter 17: School Violence, 2017). Ferrara, Franceschini, Villani, and Corsello (2019), argue that violence directed at children is a significant cause of physical problems, psychological distress, permanent physical disability, and long-term physical or mental health. Humiliation and physical punishment of learners by teachers may also contribute to violence directed at teachers in schools. Corporal or physical punishment has been abolished in South African schools since 1996. SASA prohibits corporal punishment in schools (Republic of South Africa, 1996).

According to Makhasana (2014), teachers and principals deny that corporal punishment is still common in schools. Nevertheless, Shields, Nadasen, and Hanneke (2015), state that corporal punishment by teachers in schools can still be found in South African schools, even though it was officially banned in 1996. The use of corporal punishment may, in turn, contribute to the scourge of violence directed at teachers. The abovementioned factors excluding corporal punishment, make it challenging to provide teachers with a safe environment where effective teaching can occur.

2.7 The effects of violence directed at teachers in schools

Violence that is directed at teachers has serious and traumatic implications for all stakeholders. Studies have shown that violence directed against teachers may have multiple adverse effects. Olivier et al. (2021) noted a link between teacher victimization and increased risk of emotional exhaustion, that it decreased sense of belonging, and security at school among the teachers. Woudstra et al. (2018), mention that teachers' experiences of violence are associated with mental health symptoms (e.g., anxiety, depression), decreased morale and motivation, and disempowerment. According to Espelage et al. (2013), teachers may experience post-traumatic stress disorder symptoms (PTSD), avoidance behaviours towards situations and students, and fear and stress for their safety. Witnesses of violence are also profoundly affected.

Violence directed at teachers affects the teachers, educational performance, the school's image, and the community. It is noted that violence directed at teachers, places a risk on their health and ability to work effectively. Its consequences go beyond the immediate physical harm that can result in the teacher being victimized or the psychological harm attached to direct or indirect victimization. Reddy et al. (2018), argue that violence directed at teachers has not received the deserved attention, underestimating its effects on teachers' school performance and well-being.

Bounds and Jenkins (2016), found that violence directed at teachers is related to adverse outcomes with long-term consequences. Research conducted has demonstrated that violence directed at teachers may affect teachers' personal lives, the learning and teaching process in the classroom, and the relations of teachers with other individuals in society (Ozkilic & Kartal, 2012).

2.7.1 Emotional Effects

Several studies have demonstrated connections between violence directed at teachers and consequences for the teachers, such as emotional effects. Espelage et al. (2013), state that violence directed at teachers results in fear, physical, and emotional symptoms, impaired personal relationships, and impaired work performance. Forshell (2021), found that emotional effects could manifest as anxiety, depression, and somatic symptoms. However, it can also manifest as mental illness, a sense of insecurity, and an increased sense of guilt in teachers.

Violence directed at teachers can impact the emotional well-being of victimised teachers. A study conducted by De wet (2010), found that violence against teachers left the victimised teacher with a sense of isolation and shame. Depression, together with other symptoms, can translate into longer-term psycho-social effects, which impacts the individual victim and the way that individual associates with and assimilates into society in general (Burton, 2014). This is evident that violence directed at teachers goes beyond immediate harm.

2.7.2 Physical Effects

Shapland and Hall (2007), discuss the physical consequences of directed violence. The effects of physical violence can lead, in most extreme cases, to bruising, cuts, welting, fractures, internal injuries, or death. The initial impact can be the immediate pain and suffering and medical problems caused by the physical injury. Physical violence can result in long-term disabilities, including brain damage, hearing loss, or eye damage.

Sifo and Masango (2014), believe that the consequences of physical abuse can be severe and long-lasting. McMahon et al. (2019), posit that physical violence can cause serious bodily injury and long-term effects. According to these authors, the immediate effect of physical abuse may be a bruise or a cut that physicians or health care providers can treat. However, the long-term effects may be as severe as Post-Traumatic Stress Disorder.

2.7.3 Psychological Effects

The prolonged emotional effects on victimized teachers may lead to the development of psychological effects. Dzuka and Dalbert, 2007; Galand, Lecocq, and Philippot, 2007, found that teachers report anxiety, depression, and somatic symptoms as a result of experiencing violence at school, which were related to lower professional functioning, lower efficacy in the classroom, and lower emotional and physical well-being. According to Burton and Leoschut (2013), depression, together with other symptoms, can translate into longer-term psycho-social effects, which impact the individual victim and the way that individual associates with and assimilates into society in general. The psychological effects of violence teachers have a more significant impact on teachers' work performance. Undoubtedly, teachers experience

psychological reactions after being victimized, and these reactions certainly warrant attention.

2.8 The effects of violence directed towards teachers on educational outcomes

Ncontsa and Shumba (2013), indicated that violence directed at against teachers, leads to a lack of effective learning and teaching, leading to poor school attendance and eventually leading to a high failure rate. Furthermore, the environment becomes not conducive for teaching and learning. There is a lack of concentration among the teachers because they fear the perpetrators, thus contributing to poor results and an unpleasant atmosphere in the classroom.

Research has suggested that violence directed at teachers is associated with impaired work performance, lower teacher morale, and job satisfaction in the workplace context. Makhasane (2014), found that the effects of violence directed at teachers include, among other things, increased absenteeism of teachers, poor classroom management, and increased stress, frustration, and depression. These factors can also lead to poor academic performance. Berlanda et al. (2019), explicate that teacher who experience violence can develop a negative attitude toward their profession, such as discouraging the development of their professional abilities or reducing their motivation and commitment.

Burton's (2008) research reported that 57.7% of teachers at primary schools and 58.1% at secondary schools reported feeling unsafe at their schools when teaching. This statistic can account for the high rates of school absenteeism, which leads to poor academic performance. It can also mean that the measures put in place by the DBE to control school violence, are not effective and they need to be reviewed to reduce the risk factors that lead to school violence and to increase the protective factors.

Victimization of teachers may also affect teachers' feelings of safety negatively in school, thus hindering the ability to teach and fulfil their role in an absolute manner. Montgomery (2019) argues that violence directed at teachers affects the teacher as an individual and interpersonal relationships, but it may also contribute to organizational and system challenges. Therefore, teachers who experience violence may find it difficult to spread a positive and safe classroom environment.

A school becomes malfunctioning owing to irregular functioning, and it fails to accomplish positive educational outcomes. Violence directed at teachers can seriously affect teachers, education staff, and the school setting. When teachers deal with experiences of violence, it significantly impacts their intention to stay in the teaching profession, efficacy in the classroom, and psychological and physiological well-being (Prilleltensky et al., 2016). Violence directed at teachers acts as a barrier to teaching and prevents teachers from working to their full potential. For this reason, violence directed at teachers is a significant threat to educational outcomes and achievement.

2.9 Services available to teachers who are victims of violence in school

When violence happens in schools, schools need to react quickly and offer appropriate help and support to the teachers who are affected. The WHO (2019) argues that schools often emphasize on encouraging learners, teachers, and parents to report incidents of violence without having appropriate plans to support victims and perpetrators. According to the DBE (2015), every school should develop a school-level support plan to support victims and perpetrators of violence. The DBE (2015) argues that, both learner victims and learner perpetrators should be seen as children who need care and support. The principal should, thereafter, ensure that there are support and rehabilitation plans for the victim and the perpetrator.

The WHO (2019) suggests that schools can support teachers by providing a safe and confidential place, where teachers can discuss their own experiences of violence and be offered support. WHO (2019) elucidates that, the support should come from someone outside of the school, for example, a social worker or psychosocial service, to avoid teachers hesitating to ask for support if they fear negative consequences at school. Most schools have inadequate resources, nonetheless, such systems are necessitated in schools where violence is rife.

2.10 Existing measures taken to deal with violence directed at teachers

Despite efforts from school managers to create a school environment that promotes teaching and learning, violence directed at teachers has been on the increase for over a decade. The multifaceted nature of violence directed at teachers means that mitigating it, requires a cluster of approaches. The DBE (2014), strategies to mitigate violence in schools have included the Management of Physical Violence at School

campaign. According to the DBE (2014), Management of Physical Violence at School was introduced by the DoE. The campaign all parents and teachers to take initiatives in mitigating school violence. This campaign urges teachers not to turn a blind eye to inappropriate behaviour. Teachers should listen to conversations between learners and raise the situation to the principals' attention immediately (DoE, 2014). Furthermore, teachers should get involved in all activities led by learners to avoid violence and familiarise themselves with danger signs.

Many schools have taken safety measures such as installing closed-circuit television cameras (CCTV) to monitor school premises daily, to identify learners who display delinquent behaviours and to ensure swift responses to violence or attacks (Shumba & Ncontsa, 2012). The mere fact that offenders can be identified via the monitoring system, acts as a deterrent and mitigates the incidences of violence. These monitoring systems create a safer school climate that promotes teaching and learning.

South Africa adopted laws which were intended to address issues of violence, among others. Section 12(1) of the constitution of the Republic of South Africa (hereafter referred to as the constitution), stipulates that no one must be tortured, treated, or punished in a cruel, inhumane, or degrading way (Republic of South Africa, 1996). This law was intended to protect all citizens. Violence directed at teachers in schools constitutes an infringement of teachers' constitutional rights. Moreover, DoE (2014), implemented the National School Safety Framework, a crucial measure to mitigate and manage violence. This policy is intended to ensure that there is a safe teaching and learning environment.

According to SACE (2020), the School Governing Body (SGB) should adopt a code of conduct for the learners after consultation with the school's learners, parents, and educators. This is intended to establish a disciplined and purposeful school environment. Furthermore, in terms of the South African Council for Educators (2002), teachers must comply with a 'Code of Professional Ethics. According to SACE (2020), School safety programmes and interventions can address a wide range of violence-related issues within the school and community. In addition, a tailored violence prevention policy can be formulated, which should be consistently implemented (Espelage & De La Rue, 2011).

There are other strategies in place by the DoE and SACE to fight violence directed at teachers in schools. SACE (2019) states that, the social worker must have a programme drawn by the School Safety Committee for which community members must be consulted. Furthermore, SACE (2019) mentions that the following must also be put in place, a violence protection plan, a crisis management team, the discipline safety, and security committee must comprise of SMT members, CPF members, SAPS members, and the SGB people, and parents must do their job of disciplining their children. However, most of them are post-violent strategies as they only apply once the act of violence has been committed. Parris (2016), proposed strategies to reduce violence directed at teachers, including educating teachers and learners about the law about violent acts and learner expulsion.

Teachers and school managers in structured school environments should explicitly state rules and procedures for learners to follow and equally apply consequences to all learners. School safety programmes and interventions can address many issues that reinforce violence within the community, including behaviours, attitudes patterns, and forms of communication (school violence SA). Etchells et al. (2017) noted that, prevention is critical in reducing incidents and managing behaviours before they escalate.

2.11 The value of exploring ways to mitigate violence directed at teachers.

Teachers are often unprotected victims of violence in schools (Lokmic et al., 2013). The growing number of violence directed at teachers necessitates that schools implement violence prevention programmes. Preventative measures must be implemented for the educational system to work effectively. Teachers must be protected. If their effectiveness in teaching is impacted by violence directed at teachers, then more research should be done to fully understand the causes and effects of violence directed at teachers.

Violence directed at teachers has been referred to as a silent national crisis American Psychological Association (2016). Mitigating violence directed at teachers is particularly important because of the potentially negative influences on teachers' physical, emotional, and mental health and job performance. Therefore, addressing these issues will allow teachers to perform their duties to the best of their abilities.

Moreover, the school environment will be safer so that learning can occur without interruptions of violence (Lamphere & Lucas, 2019).

It is important to report violence directed at teachers because social support has a central role in an individual's coping process (Kauppi & Porhola, 2012). Teachers play a vital role; however, their safety at school is not ensured. Teachers enhance learners' academic performance and create a safe school environment for learners. Stakeholders (teachers, learners, parents, and community members) must be empowered and be exposed to conflict resolution methods that are socially acceptable and non-violent to break the cycle of violence directed at teachers. Understanding what constitutes violence teachers and how we model it, is critical in defining and identifying what must be considered when dealing with it. Hence, understanding the experiences and consequences of this scourge may lead to a greater understanding of how and why incidences occur, and how they can be mitigated.

2.12 Summary

This chapter defined the central concepts related to the study. Moreover, it provided a detailed literature review on violence directed at teachers. Current research identified that violence directed at teachers occurs broadly in South African and international contexts and has identified many contributing factors. Literature suggests that violence has a negative impact on teachers and the teaching and learning process. Furthermore, teachers are subjected to different forms of violence. The causes of violence are multifaceted. The literature reviewed revealed that violence directed at teachers is not only a South African problem, but rather a global one that involves African and international countries. What was evident was that violence directed at teachers has a negative impact on teachers as well as the educational outcomes.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 Introduction

Chapter two presented the literature review that informed the study. Chapter three presents the theoretical framework that guided the study. This study adopted Bandura's social cognitive theory, which encompasses observational learning and reciprocal interaction among personal, behavioural, and environmental factors. The major purpose of this theoretical framework was to identify the determinants of human behaviour. Accordingly, adopting the social cognitive theory guided the study in situating and contextualising violence directed at teachers in schools. Every aspect of the research process aligns with the adopted theoretical framework.

3.2 Theoretical Framework

Theories are formulated to explain, predict, and understand the phenomena; in many cases, theories challenge and extend existing knowledge within the limits of critical bounding assumptions (Gabriel, 2008). A theoretical framework aids in defining the scope of a concept and its analysis tools (Merriam & Tisdell, 2015). The theoretical framework is the structure that can hold or support a theory of a research study. The theoretical framework introduces and describes the theory that explains why the research problem under study exists (Hussien, 2018). The theoretical framework used in this study is the social cognitive theory.

Grant and Osanloo (2014), postulate that the theoretical framework provides the structure to define how you will philosophically, epistemologically, and analytically approach the study. Hussien (2018) explicates that, a theoretical framework is based on an existing theory in the field of inquiry that reflects the hypothesis of a study. According to Merriam and Tisdell (2015). A theoretical framework is an underlying structure, the scaffolding, or the frame of a study. This underlying structure consists of concepts or theories that inform your study (Maxwell, 2013). It serves as the structure and support for the rationale for the study, the problem statement, the purpose, the significance, and the research questions. Therefore, the theoretical framework is the foundation upon which research is constructed.

The theoretical framework is one of the most critical aspects of the research process (Grant & Osanloo, 2014). The theoretical framework should demonstrate an understanding of theories and concepts relevant to the topic of the research paper and that relates to the broader areas of knowledge being considered (Herbert, 2013). Collins and Stockton (2018) have argued that a solid theoretical framework allows the researcher to reveal existing predispositions about a study and assist in data coding and interpretation. The theoretical framework connects the researcher to the existing knowledge. It also facilitates understanding of concepts and variables according to given definitions and builds new knowledge by validating or challenging theoretical assumptions.

By virtue, good theory in the social sciences is valuable owing to its applicability, precisely because it serves one primary purpose: “to explain the meaning, nature, and challenges associated with a phenomenon, often experienced but unexplained in the world in which we live, so that we may use that knowledge and understanding to act in more informed and effective ways” (Peter, 2006). Therefore, the researcher’s choice of a theory provides a structure to the entire dissertation or thesis. Adopting Bandura’s social cognitive theory provides a framework for understanding, predicting, and changing human behaviour.

3.3 The Social Cognitive Theory

I used the social cognitive theory as a theoretical framework to understand and explain how learners are influenced by various models in perpetrating violence against teachers in schools. The social cognitive theory emphasizes that much human learning and behaviour occur in the social environment. People learn knowledge and skills by interacting with and observing others.

According to Vehedi (2020), the acquisition of behaviours based on the observation and imitation of others, is the central tenet of social cognitive theory. This theory is considered to bridge between cognitive learning and behaviour. This is because it encompasses paying attention, memory, and motivation. Additionally, it explains individuals as a continuous reciprocal interaction between behavioural, cognitive, and environmental influences. Bandura concisely explains these and other aspects of his social cognitive theory.

Violence directed at teachers is a multi-faceted phenomenon that cannot be defined and understood from a single perspective. Social cognitive theory suggests that behaviour is acquired from the environment through observational learning (Bandura, 1977). The social cognitive theory proposes that individuals learn not only through direct instruction, but also by observing others' behaviours and the consequences that follow (Bandura, 1977). Therefore, patterns of behaviour can be acquired through experience or by observing the behaviour of others (Bandura, 2017). The theory explains how people learn violent behaviour through modelling or direct reinforcement (Higson-Smith, 2006). For observational learning to occur, Bandura describes specific steps in modelling that must be followed if learning is successful: attention, retention, reproduction, and motivation.

The social cognitive theory applies to learning in general, not just the learning for those of advanced academic potential (Burney, 2008). The more general concept of social learning was proposed and demonstrated in humans by Albert Bandura in an effort to bridge behaviourist and cognitive learning theories (Carcea & Froemke, 2019). In addition, Bandura suggested that there must be a way that people learn simply by observing others, therefore, detaching the need to learn everything through trial and error.

The social cognitive theory also approaches the explanation of human behaviour in terms of a continuous reciprocal interaction (Bandura, 1977). This theory proposes the triadic reciprocal determinism, which refers to a continuous interaction between the environmental factors (e.g., observing others' behaviours), personal factors (e.g., cognitions and feelings), and behavioural factors. This triadic interaction of environmental, personal, and behavioural is referred to, as reciprocal determinism (Bandura, 1999).

The social cognitive theory provides a framework for learning that considers the social environment, the personal factors such as the cognitive of the learner, and the behaviour (Bandura, 2012). This theory is based on the idea that we learn from our interactions with others in a social context (Nabavi, 2012). There have been many theories that have been proposed over the years in an attempt to explain human behaviour. The social cognitive theory is an updated and expanded version of the social learning theory. Furthermore, these theories deal with the ability of learners to

imbibe and display the behaviours exhibited within their environment. According to Mark, Donaldson, and Campbell (2011), a comprehensive theory of human behaviour must explain how people acquire cognitive and behavioural competencies and how they motivate and regulate their behaviour to manage everyday life.

3.4 Origins of the Social Cognitive Theory

Albert Bandura is a psychologist who has contributed immensely to the development of many fields of psychology and did outstanding work with his social cognitive theory. He is perhaps best known for his social learning theory. In 1986, he changed the name of his theory to social cognitive theory to reflect what he saw as a far greater and more complex nature of an individual's thinking and how they learned (Bandura & Hall 2018).

In 1941, Miller and Dollard proposed a theory of social learning and imitation that rejected behaviourist notions of associationism (Pajares, 2002). Bandura and Walters published *Social Learning and Personality Development* in 1963, which expanded the scope of social learning theory with the now familiar principles of observational learning and vicarious reinforcement (Gale, 2015). Bandura revised the original theory of social learning. He recognized the vital process called observational learning or vicarious learning, which people learn to do something without performing the behaviour themselves or being directly awarded or punished for it (Gale, 2015).

The social cognitive theory evolved from the earlier social learning theory (Bandura, 1977) and maybe a response to behaviourism and a foundation (Hull, 1948). Bandura (1977) stated that, a theory of human aggression should explain (a) how aggressive patterns are formed, (b) what provokes people to behave aggressively, and (c) what sustains aggressive behaviour. He further noted an interaction of personal, behavioural, and environmental determinants in acquiring aggressive tendencies. Hence, the social cognitive theory was formulated on a social learning theory, which is interested in observational learning and imitation because they apply to social behaviour and have already focused on aggressive behaviour.

Grain (2011) explicates that in the 1970s, Bandura's observational learning demonstrated the powerful effects models have on our behaviour. According to Lamorte (2019), Bandura's social cognitive theory explains how people learn violent behaviour through modelling or direct reinforcement. Bandura is also recognised for

the bobo doll experiment, whereby he piloted a study to explore if social behaviours such as how aggression can be assimilated by observation and learning (Bandura et al., 1963). The Bobo doll experiments in 1961 and 1963 were intended to clarify the process of observational learning more clearly (Bandura, 2018).

According to Gale (2015), in the famous bobo doll experiment, he showed some children a film in which an adult hit, hammered, and kicked the inflatable doll. The children were more likely than ones who had not seen the film to hit later and kick the doll themselves when given a chance to play with it (Gale, 2015). Bandura argued that children learnt aggressive playing styles through the bobo doll experiment, by observing an adult who aggressively hit a doll. Thus, Bandura (1977) enunciated that learning novel behaviours can rely purely on observation or direct instruction, even in the absence of classical reinforcement.

Bandura's earlier social learning theory emphasized the importance of observational (vicarious) learning or learning that occurs in the absence of overt performance by the learner (Bandura & Walters, 1963). Schunka and DiBenedetto (2020) state that one of the significant developments that served to integrate personal influences prominently into Bandura's theory, was the publication of Bandura's (1986) book, where he formulated the conceptual framework of the triadic reciprocal interactions between three sets of influences: behavioural; environmental; and personal.

The social learning theory was then advanced by Bandura into the Social cognitive theory in 1986 and he posits that learning also occurs in a social context with dynamic and reciprocal interaction of the person, environment, and behaviour. The three main areas (personal, behavioural, and environmental influences) affected social learning, and human behaviour were shaped by continuous interaction between those factors. According to Bandura (1986), social cognitive theory hinges on the same basic principles as the social learning theory.

3.5 Concepts of the Social Cognitive Theory.

3.5.1 Observational Learning

Observational learning is one of the major theories of the social cognitive theory. The process of learning by watching others is called observational learning (Gale, 2015). According to Bandura (1961), people do not just mindlessly imitate whatever they see; instead, people learn a multitude of behaviours by observation, and then consciously

decide which ones to copy. In this theory, Bandura stressed the importance of observational learning. Bandura, Ross, and Ross (1961) proposed that people learn, not only from their own experiences, but also by observing the behaviour of others. Bandura and Walters (1963) states that in social situations, we often learn much more simply from observing the behaviours of others. The observational learning theory argues that observational learning can affect behaviour in various ways, both positive and negative. Therefore, Bandura Ross and Ross (1961) assert that individuals can learn new behaviours through observing others, and then imitate what they have observed.

Bandura's controlled experiments study investigated if social behaviours, such as aggression, could be acquired through observation. During the 1960s, Bandura conducted a series of experiments on observational learning, collectively known as the Bobo doll experiments (McLeod, 2014). Bandura, Ross, and Ross (1961) tested 36 boys and 36 girls from the Stanford University Nursery School aged between 3 to 6 years old. Bandura had children observe an adult social model interact with a clown doll ("Bobo") individually.

According to Cherry and Swaim (2020), the children were exposed to two different models, one aggressive and the other non-aggressive. The child was first brought into a playroom where there was a number of different activities to explore. According to Bouton and Lang (2007), in one group of children, the adult interacted aggressively with the Bobo doll: punching it, kicking it, throwing it, and even hitting it in the face with a toy mallet. Another group of children watched the adult interact with other toys, displaying no aggression toward Bobo. In both instances, the adult left, and the children were allowed to interact with Bobo on their own. Each child was tested individually to ensure that other children would not influence behaviour.

The experiment results found that children exposed to the violent model tended to imitate the exact behaviour they had observed when the adult was no longer present (Cherry & Swaim, 2020). As a result, they were more likely to behave aggressively toward Bobo, hitting and kicking him, than those exposed to the non-aggressive model. David (2016) explains that in Bandura's Bobo doll experiment, Individuals learned behaviours by modelling their actions after the models' actions. The Bobo doll experiment demonstrated that children could learn social behaviours such as

aggression through observation learning, which involved observing the behaviour of others.

Bandura (1977) elaborates that behaviour is usually modelled in various forms. Much observation is fostered through the examples set by individuals one encounters in everyday life (Bandura, 2018). Another influential source of observation at all age levels is television's abundant and diverse modelling. Many more people now have access to media and social media platforms than they did in the past. According to Bandura (1977), both children and adults can acquire attitudes, emotional responses, and complex behaviour patterns through exposure to pictorially presented models. Comparative studies by Bandura, Ross, and Ross (1963), Bandura and Michel (1965) have shown that people can learn equal amounts from behavioural demonstration, pictorial representation, and verbal description, provided that they convey the same amount of response information, that are equally effective in commanding attention, and that learners are sufficiently adept at processing information transmitted by these alternative modes of representation.

One of the early analyses of observational learning of aggression Bandura (1962) and Bandura, Ross, and Ross (1963) examined the relative potency of aggressive models presented in different forms.



Figure 3.1 Photographs of children imitating the violent behaviour of the female model they had observed in the film (Bandura, Ross & Ross, 1963).

Observational learning has been demonstrated in controlled experimental situations. Bandura et al. (1963) found that those who converted the physical actions into words for memory representation retained more aggressive responses than the non-verbalising viewers, who showed a higher level of aggression learning than children who were mentally occupied while observing modelled performances. According to Bandura (1977), children were asked to perform all the modelled aggressive responses they could recall after the exposure. The surprising finding of these experiments was not that observational learning responses occurred but that children had any memory of a brief modelling experience that one would not expect to be especially meaningful to them.

The researchers concluded that the children in the aggressive group used their observations of the adult social model's behaviour to determine that aggressive behaviour was acceptable. The study showed the critical role that observational learning plays in aggressive behaviour. Bandura argues that children observe aggressive models, notice when they are reinforced, and imitate accordingly. Bandura believed that the limitations of someone else's behaviour were not a passive process. Observational learning is governed by the processes of attention, retention, production, and motivation (Bandura, 1997). Hence, there are four stages in the observational learning process. I now engage in the discussion of the four stages.

3.5.2 Attentional process- In this stage, people learn by paying attention to the behaviours of others. Attentional processes are some of the main component functions in observational learning. According to Bandura (2017), exposure to models does not guarantee that people will pay attention to them, select the most relevant characteristics from the models, or accurately observe the expectations they happen to notice. Bandura (2017) argues that models who possess high status in prestige, power, and competence hierarchies, are more likely to be successful and, therefore, to command greater attention from others than the behaviour of models who are socially, occupationally, and intellectually inept.

Attention to models is channelled, not only by the utilitarian value of their behaviour, but also by their interpersonal attraction. Models who possess interesting and winsome qualities are actively sought, whereas those who lack rewarding qualities are, perhaps nowhere better than televised modelling. For this reason, people cannot

imitate a model, unless they pay attention to the model. Research shows that modelling influences, are much more complicated. Modelling is a continuous process in which new behaviours are acquired, and existing patterns, to some extent, are modified by exposure to influences from diverse actual and symbolic models at all periods of life (Bandura, 1969)

3.5.3 Retention processes- Another requisite function involved in observational learning concerns the long-term retention of activities that have been modelled at one time or another (Bandura, 2017). When a retention process is used, the individual remembers what they have seen or heard to imitate the pertinent aspects of the modelled behaviour, when the model is no longer present. A person cannot be much influenced by observing a model's behaviour if he has no memory of it (Bandura, 1986). To replicate social behaviour when the model is no longer present to serve as a guide, the response patterns must be represented in memory in symbolic form.

According to Bandura (1986), observers who preserve modelled activities in words and vivid imagery, learn and retain the behaviour better than those who passively observe or are mentally preoccupied with other matters. Moreover, people who mentally rehearse or enact modelled behaviour patterns, are much less likely to forget them than those who neither think about them nor practice them. Individuals are most likely to imitate violent behaviours that they have seen and remembered. Therefore, a memory of the behaviour must be formed for the behaviour to be performed later by the observer (McLeod, 2017).

3.5.4 Motor Reproduction Processes- The third component of modelling is concerned with behavioural enactment of what has been learnt Bandura (2017). It is, therefore, the ability to imitate the behaviour that the model has just demonstrated. The amount of behavioural learning that a person can exhibit behaviourally depends on whether or not he has the required component skills (Bandura, 2017). In the latter instance, symbolic learning is held until prerequisite skills are acquired through further observation or learning. Behavioural enactment may be impeded because individuals do not have the physical capabilities to carry out the necessary activities (Bandura, 2017). Hence, one must have the ability to perform the behaviour that the model has demonstrated. Bandura (1977) states that imitation involves the actual reproduction of observed motor activities.

3.5.5 Reinforcement and Motivational Processes- A person must want to demonstrate the behaviour they have learned for modelling to occur. A person can acquire, retain, and possess the capabilities for skilful execution of modelled behaviour; however, learning may rarely be activated in overt performance if it is negatively sanctioned or otherwise unfavourably received (Bandura, 2017). Motivation influences individuals to a particular behaviour, and such motivation may either be direct or indirect reinforcement and punishment (Bandura, 1977). As a result, a positively reinforced behaviour is more likely to be repeated, and a negatively reinforced behaviour is less likely to be repeated.

Modelling influences can have strong motivational effects. When people see similar others gain the desired results by their actions, they will develop positive incentives and motivation (Mark et al. 2011). In contrast, seeing others punished for certain actions, creates negative expectations that serve as disincentives.

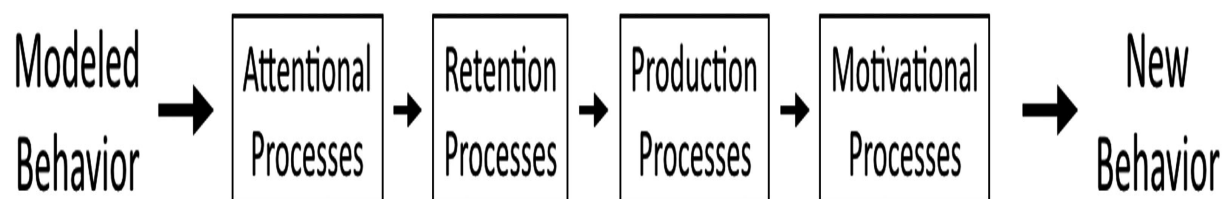


Figure 3.2 Bandura's (1986) Observational Learning Process

Figure 3.2 above shows the observational learning process. Social cognitive theory has become, perhaps the most influential learning and behaviour theory. It is evident from the informal observation that human behaviour is, to a large extent, socially transmitted, either deliberately or inadvertently, through the behavioural examples provided by the influential model (Bandura, 2017). There are numerous reasons why modelling influences play a paramount role in learning everyday life. According to Louw and Edward (1993), observational learning can influence children and adults positively and negatively. In this study, observational learning can potentially influence learners who perpetrate violence against teachers.

Through modelling or observational learning, children are influenced by parents, peers (Adefunke, 2010), media (Powell et al., 2009), and schools (Harber, 2004). Learners

might be violent and aggressive towards teachers because they imbibed violence and aggression at an early age, as they observed family or community members' violent actions. Although many children and adults may learn violent behaviours through observational learning, only those who hold those attitudes will likely engage in violent behaviours. Bandura (2017) argues that people are not born with performed repertoires of aggressive behaviour. They learn them in one way or another. Some forms of physical aggression can be perfected with minimal guidance, while most aggressive forms require intricate skills that require extensive observational learning.

3.5.6 Observational learning effects on behaviour

According to Bandura (1986), observational learning affects behaviour as follows:

- Modelling teaches new behaviours.
- It influences the frequency of previously learned behaviours.
- It may encourage previously forbidden behaviours.
- It increases the frequency of similar behaviours.

According to Bandura (2017), modelling can produce three types of effects in observers, depending on the processes involved, which are as follows:

- First, observers can acquire new patterns by watching the performance of others. This observational effect is demonstrated most clearly when models exhibit novel responses, which observers have not learnt and which they later produce in substantially identical forms.
- A second major modelling influence is strengthening or weakening the inhabitation of previously learned responses. Inhibitory and disinhibitory effects, are determined mainly by observing the rewarding and punishing consequences of the action. Inhibitory effects are indicated when observers show either decrements in the modelled class of behaviour or a general reduction of responsiveness due to seeing the model's behaviour produce punishing consequences. The disinhibitory effect is evident when observers increase the performance of formerly inhibited behaviour performance after observing models engage in threatening or prohibited activities without consequences.

- Response facilitation effects are distinguished from observational learning and disinhibition because no new responses are acquired, and disinhibitory processes are not involved. The behaviour in question is socially sanctioned and hence, unencumbered by restraints.

Observers can acquire cognitive skills and new patterns of behaviour by observing the performance of others. This might have positive or negative effects on behaviour. Based on this point, aggression can also be learned through observational learning. Much research indicates that children become more aggressive when they observe aggressive or violent models, which are the effects of observational learning. Observational learning can alter viewers' expectancies and attitudes regarding specific actions and thus, their behaviour Mayrhofer and Matthes (2020). Bandura reveals that many effects contribute to antisocial behaviours. The most influential of these, is how the child sees violence as normal because of the extent of the violent acts he or she is exposed to.

3.6. Triadic Reciprocal Determinism

Social cognitive theory is a psychological perspective on human functioning that emphasizes the critical role played by the social environment on motivation, learning, and self-regulation (Schunk & Usher, 2019). There are different social cognitive theoretical perspectives. Bandura (1977) examines behaviour in terms of reciprocal determinism in the social cognitive theory. Bandura (1986) states that the social cognitive theory is a causal model, that consists of triadic reciprocal determinism. The term reciprocal is used in the sense of mutual action between events rather than in the narrower meaning of similar or opposite counterreactions (Bandura 1977). Triadic reciprocal determinism refers to the ascendancy of three sets of factors. It comprises an individual's behaviour, personal factors, and environmental factors, all functioning as interacting determinants of one another (Bandura 1991).

The triadic reciprocal determinism theory suggests that these three factors uniquely, determine an individual's behaviour. According to Ponton and Carr (2016), the social cognitive theory is the notion of triadic reciprocal causation through which human functioning is understood by considering interactions. The personal and behavioural aspects of reciprocal determinism reflect the interaction between thought, affect, and action (Bandura, 1986). It is important to note that the three components (personal,

behavioural, and environmental factors) do not necessarily have the same weight in triadic reciprocal determinism.

Triadic reciprocal determinism involves three components: personal factors, behavioural factors, and environmental factors, which influence and affect each other as the individual attempts to promote desired outcomes and reduce undesirable ones (Schiavo et al., 2019). In the model of triadic reciprocal determinism, personal factors in the form of cognitive, affective, and biological events, behaviour patterns, and environmental events, all operate as interacting determinants that influence each other bidirectionally (Wood & Bandura, 1989). Schiavo et al. (2020) argue that the theory may be advantageous in understanding human-environmental adaptation challenges such as traumatic events and significant daily stressors.

Bandura's (1986,1997) theory, suggests reciprocity among the environmental, personal, and behavioural factors in this triadic model, meaning that as they interact, they also determine or cause the other. Through feedback and reciprocity, a person's reality is formed by the interaction of the environment and one's cognitions. Therefore, response consequences of behaviour are used to form expectations of behavioural outcomes.

The social cognitive theory describes learning as the interrelationship between behavioural, environmental, and personal factors. In other words, the social cognitive theory considers three factors, (behavioural, environmental, and personal factors) in accounting for behavioural change and modification and human development (Bandura, 1997). For this reason, the present study has adopted the social cognitive theory as a form of analysis for the behaviour of violence directed at teachers.

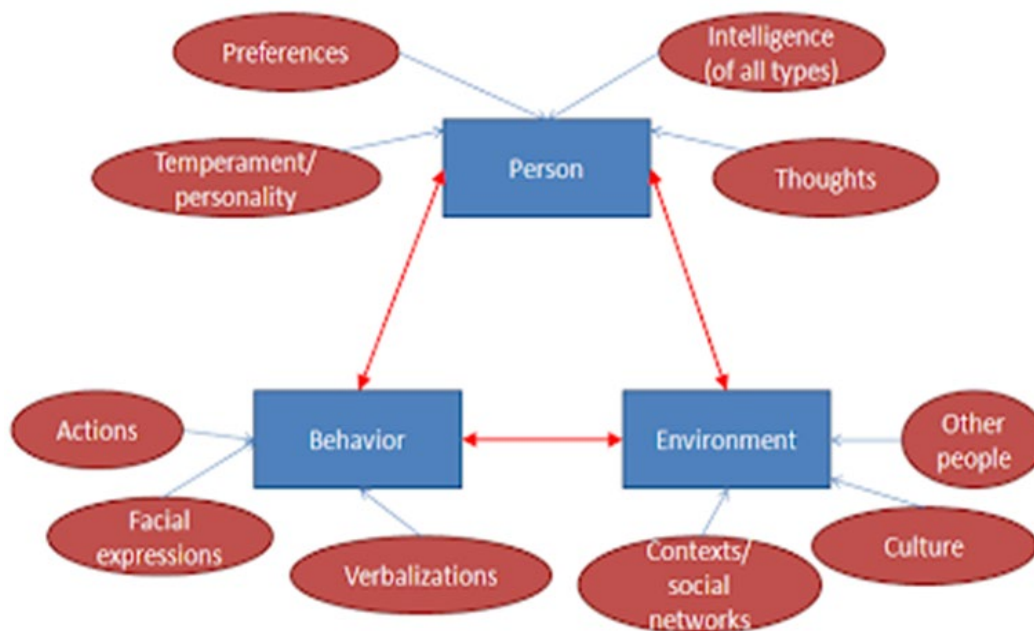


Figure 3.3 Model of Triadic Reciprocal Determinism

3.6.1 Behavioural Factors

The environmental and personal factors affect an individual's behaviour (Rana & Dwivedi, 2015). According to the theory of triadic reciprocal determinism, a person's behaviour is influenced by cognitive processes and environmental factors such as social stimuli.

Learners' emotional state can influence them to behave negatively or violently towards teachers on school premises. For example, a learner can get depressed owing to continuously witnessing violence in the community. This depression can, over time, develop into negative behaviours that can lead to school-based violence (Kennedy et al., 2010). However, in another situation where environmental cues are more muted, personal factors play a decisive causal role in predicting behaviours.

3.6.2 Environmental Factors

Influences in the environment, such as socially modelled influences, can affect learners' behavioural outcomes. The environmental factor refers to the context in which the behaviour occurs. More than a person's physical environment, this includes their social environment as well. Much of the behaviour of aggressive children involves social interaction with their peers and with the community. These close associations have the most influence on a learner and they shape the learner's behaviour.

Adolescents who attend schools that are situated in communities with a high crime rate, may learn to engage in aggressive behaviour through direct observation of peers, who model aggressive behaviour and promote aggressive values. According to Bandura (2017), the highest rate of violent behaviours is found in environments where violent models abound, and violence is regarded as a highly valued attribute.

The social environment is an integral factor that leads to school violence among youth displaying anti-social behaviour (Meyer & Chetty, 2017). Learners, who are exposed to more risk factors than protective factors, tend to exhibit violent behaviour. In comparison, those who are exposed to more protective factors, have a higher tendency to develop pro-social behaviours (Miller et al., 2008). Bandura (1999) noted that the environment consists of the imposed environments, the selected environment, and the constructed environment. These different environmental structures represent gradations of changeability requiring the exercise of differing scope and focus of the personal agency.

The first environmental structure, the imposed environment, can be described as the environment where the individual does not have a choice in terms of the existence of the environment. Meaney (2012) mentions that an example of an imposed environment would be environments that induce daily interactions amongst individuals, such as school, workplace, and family. In the current study context, the home and school environments can be classified as imposed environments. Learners, who are exposed to domestic violence suffer from several social and emotional problems, including aggressive behaviour, anxiety, depression, decreased social competence, and poor academic performance (Carrell & Hoekstra, 2010). These problems can lead to inappropriate behaviour and serious school-based violence issues, including violence directed at teachers.

The second environmental structure is the selected environment. The individual chooses to be part of this environment; he or she decides how to construe and relate to this environment (Bandura, 1999). The selected environment is derived from the responses of the members themselves against the imposed environment (Gerald, Choong, Kang & Ling, 2019). In other words, the selected environment is constructed and perceived by the members themselves by considering what they need from the environment, resulting in new knowledge acquired and behaviour (Meaney, 2012).

The last environmental structure is the constructed environment. The individual creates this environment (Bandura, 1999b). This theory posits that many young people grow up in communities where significant individuals model violent and aggressive behaviour in their lives. Violent behaviour modelled, is more likely to be imitated and replicated when the person modelling the behaviour has a relationship with the child or young person than when there is no relationship between the individuals (Smith, 2016).

Children's relationships with their peers have a pivotal influence on them and their behaviour (Lakić, 2012). Peers can be essential models when observers may hold doubts about their capabilities. Observing a similar peer successfully perform a task (environmental influence) can raise observers' (personal processes) because they may believe that if the model can learn, they can as well learn (Schunka & DiBenedetto, 2020)

3.6.3 Personal Factors

Personal influences include cognitions, beliefs, perceptions, and emotions (Schunk & Usher, 2019). Certain personal attributes increase the likelihood of a learner to become a perpetrator of violence directed at teachers in school, such as attitudes and beliefs supporting sexual harassment, gender violence, sexual assault, and a history of family violence. According to Bandura (2005), personal influences include processes that help to instigate and sustain motivational outcomes. The individual factors include all the past characteristics that have been rewarded. Personality and cognitive factors play an important part in how a person behaves, including all of the individual's expectations, beliefs, and unique personality characteristics.

Many psychological factors have been associated with violent behaviour in general and school-based violence, such as low self-esteem, depression, anxiety, and an individual's negative perception of self-control (Prinsloo et al., 2005). Personal factors can cause a person to behave in challenging ways. It is related constantly to the past and the conditions in the present. Salekin et al. (2005) state that emotional immaturity, jealousy, a desire to seek attention, and poor conflict-resolution skills are responsible for young people's violent behaviour.

Learners who have a history of being abused, either by family members or other members of society, are likely to become violent towards others. Learners' emotional

states could influence them to behave negatively or violently towards teachers. For example, a learner can get depressed owing to continuously witnessing violence in the community. This depression can over time, develop into negative behaviours that can lead to school-based violence (Kennedy et al., 2010). A better understanding of an individual's experiences is also necessary for the understanding his behaviour.

In addition, triadic reciprocal determinism suggests the environment influences on how a person thinks and feels, influences their behaviour, and impacts the environment. According to Bandura (1977), the triadic reciprocal determinism model has no "beginning" or "ending" point. Human action can be catalysed in a multitude of ways that vary in time owing to personal, environmental, or behavioural dynamics.

3.7 Basic assumptions of the Social Cognitive Theory

According to Hagger et al. (2020), social cognitive theory retains two fundamental assumptions people learn by watching others' behaviours, and behaviours are learned in social contexts. Bandura assumes that human behavioural repertoire is not inborn but has to be learned through own or observed experiences (Kolodziej, 2014). In addition, it assumes that the maintenance of behaviours over time requires environmental reinforcement and individual self-regulation.

Bandura states that it is impossible to explain behavioural patterns alone with theories of heredity or the environment. Bandura refrains from separating observation learning and learned behaviour, and instead he seeks an explanation of a complex behavioural pattern in analysing its combined determinants. According to Bandura (2005), learning by reinforcement, human behaviour is guided by the consequences it elicits. These can be positive or negative and thus, affect subsequent behaviour.

The foundational understanding of the theory is based on the consideration that human beings learn from one another through observational learning, imitation, and modelling (Kumar, 2018). The social cognitive theory examines the process involved as people learn from observing others, and gradually acquiring control over their behaviour. Furthermore, behaviour, environment, and personal factors all influence one another. The primary emphasis of the proponent of this theory was that human beings do not learn only through trial and error, but they also learn through observing what others do (Bandura, 2018).

3.8 Aims and Objectives of Observational Learning and Triadic Reciprocal Determinism

Social cognitive theory is an important heuristic for understanding the complexity of violent behaviours and the social nature of involvement in violence directed at teachers. The theory serves to integrate behavioural and cognitive explanations for human behaviour. Some studies assert that the main aim of the observational learning theory, is to understand changes in behaviour and learning through the observation and imitation of the actions and behaviours in the environment. The social cognitive theory also approaches the explanation of human behaviour in terms of a continuous reciprocal interaction between cognitive, behavioural, and environmental determinants. This conception of human functioning neither casts people into the role of powerless objects controlled by environmental forces, nor free agents who can become whatever they choose (Bandura, 1977).

The social cognitive theory places a heavy focus on cognitive concepts. It further focuses on how children and adults operate cognitively on their social experiences, and how cognitive influences behaviour and development. Triadic reciprocal determinism refers to the assumption that a person's behaviour influences and is influenced by personal factors and the social environment, instead of a behaviouristic perspective in which the environment solely controls the individual's behaviour.

3.9 The Application of observational learning to the study

Observational learning theory has been applied extensively to understanding aggression (Bandura, 1973), particularly behaviour modification (Bandura, 1969). The theory has been used to guide interventions to change behaviour in many contexts and populations (Hagger et al., 2020). It also serves as the theoretical foundation for behaviour modelling, which is widely used in training programs, for example, for teachers and parents.

Observational learning can explain the development of deviant behaviour of individuals. Theoretically, if an individual never observed these behaviours, then those behaviours will never be learned. If a child or adolescent were never exposed to violence at home or in the community, theoretically, the individual would never adopt the behaviour. Observational learning can be applied to the study of violence directed at teachers by explaining how individuals acquire violent behaviours through

observational learning and triadic reciprocal determinism. The social cognitive theory demonstrates a link between observing violence and other aggressive behaviours and the perpetuation of violence directed at teachers.

For example, youth that is exposed to domestic violence in their homes, are significantly more likely to bully others than those who are not exposed to domestic violence (Baldry, 2003; Bowes et al., 2009). Most scholars agree that school violence is a multisystemic problem that manifests from the community, school, school personnel, and learner characteristics and processes (Espelage et al., 2013). Teacher also plays an active role in the classroom. Teachers' behaviour shows that classroom socialization may be friendly, autocratic, democratic, or laissez-faire. Learners follow the acting, behaviour, way of skilful presentation, class movement, demonstration, and classroom interaction. Human behaviour is learnt through observation, and it may be modelling, performing, or imitating (Kumar, 2018).

3.10 The application of the Triadic Reciprocal Determinism to the study

Reciprocal determinism is based on transforming an individual's behaviour by cognitive processes and external social stimuli. In society, children are surrounded by many influential models, such as family, community members, friends within their peer group, and social media. These models provide examples of behaviour to observe and imitate. According to Bandura (1977), we learn from models of many kinds, from live models and symbolic models, such as those we see on television or read about in books.

3.11 Justification for adopting Bandura's Social Cognitive Theory.

The social cognitive theory offers a sound theoretical basis for informing interventions to change a wide range of behaviours (Hagger et al., 2020). Bandura conceptualised the social cognitive theory as a theory developed to understand violence through observational learning and triadic reciprocal determinism. The social cognitive theory was used in this research study because it focuses on how individual learners are affected by their surroundings. The social cognitive theory was adopted in this study to clarify the causes of violence directed at teachers.

Social cognitive theory has been used to explain aggressive behaviours (Bandura 1978) and it is relevant to this study in explaining and understanding how individuals learn violent behaviours. Violence directed at teachers was better understood in the

light of this theory. Researchers on violence have investigated and supported two pillars of observational learning.

Bandura (1977) states the crucial role which the family plays in children's behaviour in general and violent behaviour in particular. According to Burton (2008), many learners come from situations where unemployment, poverty, violence, and abuse are a norm. School violence is initiated by individual, school, family, and broader community-level risk factors (SACE, 2020). The theory explains that multiple factors influence a person's behaviour. According to Montgomery (2019), violence directed at teachers can be inversely related to the organisation, structure, and embedded systems. A school location, for example, can be identified as a contributing factor to the prevalence of violence directed at teachers (Chen & Astor, 2009).

Therefore, for this reason, any attempt to solve and reduce the level of this problem, needs to extend beyond the school itself. Based on the identified causes of different factors, intervention strategies can be implemented to mitigate the rate of violence directed at teachers since violence cannot be eradicated.

3.12 Strengths and limitations of Social Cognitive Theory

The social cognitive theory has many strengths, but one of the key strengths is that children copy aggression, which was confirmed in the bobby doll case study in 1961. The social cognitive theory provides a framework that, simultaneously, addresses psychological, social, and environmental factors that influence physical activity. In addition to providing a conceptual framework, the social cognitive theory provides an empirically validated model of behavioural change (Bandura, 1997). Furthermore, the strengths of the cognitive theory are, that it offers the ability to relate to real-life examples. Even though the theory also focuses on enquiring behaviours, one of its strengths is that there are multiple modes of enquiring behaviour; bandura noted that a child acquires new behaviours through direct experience or observation.

The social cognitive theory explains behaviour in a triadic, dynamic, and reciprocal interaction of the environment, personal factors, and behaviour. However, this reciprocal interaction does not imply that all sources of influence are of equal strength. The social cognitive theory recognizes that some sources of influence are more potent than others, and do not all occur simultaneously. The interaction among the three factors will differ, based on the individual, the behaviour being examined, and the

specific situation in which the behaviour occurs (Bandura, 1989). Thus, as proposed by the social cognitive theory, this causation model is highly complex. We can thus, conclude that the social cognitive theory provides a model that successfully predicts behaviour and a model that guides the development of interventions designed to change behaviour.

Furthermore, the theory's comprehensiveness and complexity make it difficult to implement. Many applications of the social cognitive theory focus on one or two constructs, such as self-efficacy, while ignoring the others. Rather than seeing the self as a repository for our personality, Bandura argues that personality is an integrated internal system involving beliefs, systems, and structures. He stresses the importance of cognitive factors in developing our sense of self and argues that the key components that make up this integrated system are included.

3.13 Limitations

Although the social cognitive theory is widely used in human behaviour research, scholars acknowledge that it has some limitations, particularly in the areas that the theory does not address in detail (Schunk, 2012). Social cognitive theory has been criticized for concentrating more on factors related to environments to determine the teaching and learning process, and that it lacks individual internal and external motivation (Smith, 2006).

Social cognitive theory suggests that behaviour is acquired mainly through modelling. Flamand (2017) argues that social cognitive theory ignores the influence of hormones on one's behaviour. Hormones can affect one's decision-making abilities and therefore change one's behaviour. Additionally, the social cognitive theory ignores genetic differences that can lead to disparities between people's cognitive abilities and behaviour. Boundless (2016) adds that the lack of unity in the theory is one of the main criticisms, and this means that connecting the different parts of the theory may not be as easy as it seems. Boundless (2016) further states that although observational learning is listed as one of the critical concepts of social cognitive theory, it may not always be possible to observe all social learning directly.

According to LaMorte (2019), the theory assumes that changes in the environment will automatically lead to changes in the person, when this may not always be true. Furthermore, the theory is loosely organized, based solely on the dynamic interplay

between person, behaviour, and environment. It is unclear how these factors affect actual behaviour and if one is more influential than another. This theory is weak regarding the child's accountability for his actions. It emphasizes how the setting influences behaviour and places more weight on the people and community of which the child is part. According to Bandura (2018), several factors make determining the causes of behaviour extremely difficult. Hence, individuals are subjected to a wide range of conditions in everyday life, making it difficult to determine which have an impact and which are insignificant to behavioural determinants.

3.13 Summary

This chapter presented the theoretical framework that guided this study, which is the social cognitive theory. The study used this theory to explore the violence directed at teachers in schools. The chapter explored how observational learning and environmental factors such as the community, home, and school environment influenced learner behaviour. The strengths and weaknesses of the theory were also discussed. Social cognitive theories focus on changes in behaviour and learning through the observation and imitation of the actions and behaviours in the environment. The theories were deemed appropriate for this study, as they aided in understanding and in identifying the causes of violence directed at teachers in schools. By adopting social cognitive theory, the study explained “how and why people acquired and maintained certain behavioural patterns. The next chapter presents the research design and methodology that was adopted for this study.

CHAPTER FOUR:

RESEARCH DESIGN AND METHODOLOGY

4.1 Introduction

The previous chapter discussed the relevant theoretical framework that informed the study. This chapter focuses on the research design and methodology used to fulfil the research objectives. In an attempt to collect data to answer the research questions, this chapter discusses the research design, paradigm, and methodology that the study adopted. Data collection instruments are fully explained in this chapter, together with the data analysis process and the trustworthiness of the research. Narrative interviews are among the methods used. The chapter concludes by outlining the ethical considerations that guided the research, trustworthiness, and the study's limitations.

4.2 Definition of research

Matthews and Ross (2014) described the research as the conception of new knowledge through a scientific process that would provide answers to problematic situations. Research can also be defined as discovering answers to questions through a careful and systematic analysis of factors relevant to the situation (Sekaran, 2006). Therefore, the primary purpose of research is to understand, interpret, and develop methods and systems to advance human knowledge on a wide variety of matters in our world.

4.3 Research Design

A research design refers to 'the logical and systematic planning and directing of a piece of research' (Liamputton, 2020). According to Kumar (2010), it is a plan, structure, and strategy of investigation so conceived as to obtain answers to research questions or problems. Researchers use the plan or structure to investigate their research questions. The research design must answer the research questions, meet the research objectives, and suit the research philosophy underpinning the study (Creswell, 2013). Through the research design, I explained how participants were selected, how data was collected, and how data was analysed.

The design selected for this study is a case study. This case study focuses on two secondary schools in which narrative interviews were conducted. Participants shared their personal experiences of direct violence, which they had experienced in schools.

This study is qualitative and is located within an interpretivist paradigm. The main focus of qualitative research is to understand, “explain, explore, discover, and clarify situations, feelings, perceptions, attitudes, values, beliefs, and experiences of a group of people” (Kumar, 2010).

4.4 The Research Paradigm

Guba and Lincoln (2005) define paradigms as basic belief systems based on ontological, epistemological, and methodological assumptions. Axiology is also an integral consideration of a paradigm. A research paradigm is a worldview or perspective about research held by a community of researchers based on shared assumptions, concepts, values, and practices (Johnson & Christensen, 2014). A position often reflects a view of what reality is and how we understand it (Wang, 2020). This study is located within an interpretivist paradigm to explore ways of mitigating violence directed at teachers in schools.

The interpretivist paradigm is initially rooted in the fact that methods which are used to understand knowledge that is related to human and social sciences cannot be the same as its usage in physical sciences, because human interprets their world and then acts based on such interpretation while the world does not (Hammersley, 2013). This research approach differs from the positivist paradigm, which interprets natural laws to predict or control events, and from the critical paradigm that tries to emancipate or transform society (Christiansen et al., 2012). Positivist researchers argue that the only legitimate way of doing research, is through quantitative methods. Interpretivist researchers believe that reality is socially constructed by an individual and that this socially constructed reality cannot be measured but can be interpreted.

Interpretive researchers do not seek the answers for their studies in an inflexible way. Willis (2007) elaborates that interpretivist seeks to understand a particular context, reality is socially constructed. The positivists, on the other hand, often seek to discover the universal and critical theory or rules (Alharahsheh & Pius, 2020). Corbin and Strauss (2015) argue that to understand and respond to the multiple social and physical facets of human lives, research methods must be capable of exploring the complexity of human behaviour beyond the scope of positivist science.

Researchers position themselves in these different paradigms based on their beliefs or assumptions about the phenomenon under investigation (Christiansen et al., 2012).

According to Creswell (2007), interpretivism perspective researchers tend to gain a deeper understanding of the phenomenon and its complexity in its unique context instead of generalising the base of understanding to the whole population.

The collected valuable data will provide better insights for later recommendations. As Cohen et al. (2011) assert, this research approach is to understand individuals' interpretations of the world around them and their experiences. The interpretive paradigm was appropriate for this study, as it attempted to understand the causes of violence directed against teachers in schools. Moreover, the interpretive paradigm provided a more comprehensive understanding of the causes and consequences of violence directed at teachers. Different paradigms have different views and assumptions in terms of ontology and epistemology. A paradigm consists of four main elements, and they are ontology, epistemology, methodology, and axiology. Each of these elements is discussed in detail below.

Ontology- in research, ontology refers to the researcher's belief about the nature of reality (Killam, 2013). Merriam-Webster (2013) defines ontology as a particular theory about the nature of being or the kinds of things that have existence. It focuses on the nature of reality and has been defined as the assumptions and beliefs we hold about reality (Biesta, 2010). According to Killam (2013), beliefs about what is real or true can determine what can be known about reality. Ontology questions include, what exists? What is true? How can we sort out existing things? Therefore, ontology is mainly concerned with the phenomenon regarding its nature of existence. It seeks an answer reality to a research question by indicating an existing type of knowledge that can be found. Such realities are influenced by the context and experience of those who construct them (Guba, 1990).

Epistemology- refers to the nature of knowledge, talking about what we do know and what we can know (Allison & Pomeroy, 2000). Epistemology examines the relationship between knowledge and researcher (Killam, 2013). According to Johnson and Christensen (2014), the study of knowledge, including its nature, how it is gained or generated, how it is warranted, and the standards used to judge its adequacy, is known as epistemology. In other words, epistemology is concerned with how a researcher aims at uncovering knowledge to reach reality; hence, interpretivist researchers strive to understand a phenomenon from the participants' point of view.

Moreover, Epistemology is considered an internal factor within the researcher. It is also concerned with how a researcher can distinguish between right and wrong, and it is about how a researcher views the world around them (Alharahsheh & Pius, 2020). In terms of epistemology, positivist researchers focus on discovering facts or regularities that are observable and measurable (Alharahsheh & Pius, 2020). Interpretivism is different from positivism as it aims at including richness in the insights gathered rather than attempting to provide a definite and universal law that can be generalised and applicable to everyone, regardless of some key variables and factors (Saunders et al., 2012). Researchers remain aware of the influences of their values and the participant's values on the research.

Methodology- refers to how we go about discovering knowledge systematically (Killam, 2013). It is about the design process for conducting research, and it is not about the instruments or methods for doing things (Igwenagu, 2016). Hence, it is more practice-based than epistemology. A methodology is driven by the researcher's ontological and epistemological beliefs. The methodology is the general research strategy that outlines how a research project is to be undertaken and, among other things, it identifies the methods to be used in it (Alharahsheh & Pius, 2020). Methodology establishes how one will go about studying any phenomenon. To explore the experiences and understandings of participants, an interpretive methodology provided a context that allowed the researcher to explore what the participants in the study had to share about their experiences.

Axiology- according to Guba and Lincoln (2005), axiology is also recognised as an essential consideration of a paradigm. Axiology addresses the nature of ethical behaviour. It is the branch of philosophy dealing with values and ethics (Johnson and Christensen, 2014). Again Merriam-Webster (2013) defines axiology as the study of nature, types, criteria of values, and value judgment, especially in ethics. In research, axiology refers to what the researcher believes is ethical. Fundamental beliefs about what is ethical are embedded in research paradigms and guide the researcher's decision-making (Killam, 2013). Therefore, the axiology needs to be balanced with the researchers' values and other ethical considerations in conducting research.

Guba and Lincoln (2005) explicate that epistemology, ontology, and methodological assumptions within the inquiry of paradigms, are so interrelated that answering one

question shapes how the other can be answered. Thus, researchers must understand the critical underpinning of ontological and epistemological assumptions and further understand how the given assumptions determine researchers' selection of an appropriate methodology and methods.

4.5 Research approach

This study is qualitative. Qualitative research is the type of research that finds out about people's experiences. It helps to understand what is important for people (Silverman, 2020). Furthermore, it is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. According to Liamputton (2020), qualitative inquiry seeks to discover and describe narratively what particular people do in their everyday lives, and what their actions mean to them. It can be used to uncover and understand the underlying causes of any phenomenon about which little is known. Johnson and Christensen (2014) elucidate that qualitative research is used when little is known about a topic or phenomenon, and when one wants to discover or learn more about it.

Allan (2010) argues that not much research has focused on violence directed at teachers. Qualitative research was most suited for understanding the meanings, interpretations, and subjective experiences of individuals (Liamputton, 2020). Creswell (2007) argues that qualitative research is appropriate when a detailed understanding of an issue is sought. Qualitative research explores, describes, and sometimes generates and constructs theories using qualitative data. Thus, qualitative research relies primarily on collecting qualitative data (Johnson & Christensen, 2014). Qualitative research uses a broad- and deep-angle lens, examining human choice and behaviour as it occurs naturally in all its detail.

Qualitative research aims at understanding human behaviour, emotion, attitudes, and experiences (Tong et al., 2012). Hence, qualitative researchers constantly attempt to understand the participants that they are observing from their viewpoints. Qualitative researchers are interested in people's beliefs, experiences, and meaning systems from the people's perspective (Mohajan, 2018). Social sciences researchers continue to explore their research using the qualitative approach as a tool, because there are many things that we still do not know, and there is a great deal for us to uncover and

understand them (Liamputton, 2020). Even things we thought we knew may need to be revisited to gain new insights as our lives and societies evolve.

Mohajan (2018) explicates that qualitative research aims at systematically describing and interpreting issues or phenomena from the point of view of the individual or population being studied and to generate new concepts and theories. Denzin and Giadina (2010) state that qualitative researchers have an obligation to change the world, to engage in ethical work that makes a difference. Liamputton (2020) asserts that qualitative research allows the researchers to hear the voices of those who are 'silenced, othered, and marginalized by the dominant social order. For this reason, in this study, readers will be informed about teachers' experiences of violence directed at them, which has received very little attention in research.

4.5.1 Case Study Design

According to Bartlett and Vavrus (2017), case study research is increasingly popular as it has been widely used in multiple disciplines. Case studies are in-depth and detailed explorations of single examples (an event, process, organization, group, or individual) that are an instance drawn from a class of a similar phenomenon (Liamputton, 2020). A case study focuses intensively on a single case. They seek to understand the more significant phenomenon through close examination of a specific case and focus on the particular case (Rossman & Rallis, 2017). Furthermore, a case study gathers valuable information about incidents and experiences that can generate theoretical ideas that demonstrate real-life situations. The case study research was considered more appropriate for qualitative research because of its strength and the in-depth study of complex issues (Bhatta, 2020).

Violence directed at teachers at the schools, has been a concern throughout the world. According to Elman et al. (2016), a "case" suggests a unique aspect of something. Schwandt and Gates (2018) posit that it can be 'an instance, incident, or unit of something, and this can also be things like a person, an action, an event, a decision, an organisation, or a location such as a nation-state or neighbourhood. The cases of teachers who had been subjected to violence were thoroughly explored in this study. Layder (2018) points out that the case is also chosen because it represents 'some larger class of phenomena' or is of interest because it is 'atypical' or

'extreme.' The selected cases in this study might represent "some larger class of the phenomena."

According to Johnson and Christensen (2014), case study research is a form of qualitative research that provides a detailed account of one or more cases. A case study copes with the technically distinctive situation in which there will be many more variables of interest than data points as one result (Yin, 2018). Researchers in the field of the case study have identified different characteristics. According to Stake (1995), there are three kinds of case studies, intrinsic case studies, instrumental case studies, and collective case studies.

In this study, the cases comprised two high schools in Kwa-Zulu Natal, and the study focused on investigating the causes and understanding the teachers' experiences of violence directed at them. This study adopted a collective case study. A collective case study is an instrumental case study that is extended to several cases (Stake, 2008). Therefore, a collective case study involves studying multiple cases in one research study. This study was conducted at two research sites, which represented School A and School B. The multiple cases are selected to acquire an in-depth understanding of the phenomena and perhaps theorise about larger collective cases (Liamputton, 2020). The use of multiple case studies for this research increased the value of the findings in the study. The evidence from multiple cases was often considered more compelling, and the overall multiple-case study was therefore, regarded as more robust (Herriott & Firestone, 1983).

According to Yin (2009), a case not only is an object or entity with a clear identity (e.g., a group, a person, a classroom, or an organization), but it can also include an event (e.g., a campus protest), an activity (e.g., learning to play softball), or a process (e.g., becoming a professional teacher during one's first year of teaching). There are advantages in studying more than one case. According to Johnson and Christensen (2014), a comparative type of study can be conducted in which several cases are compared for similarities and differences. One can also more effectively test a theory by observing the results of multiple cases. Lastly, one is more likely to be able to generalize the results from multiple cases than from a single case.

The disadvantage of a case study is that it is not possible to generalise its results, unless other readers or researchers can perceive the applicability of the results

(Cohen et al., 2007). However, the generalisation of results in this study was not the main concern, but it was rather to gain an in-depth understanding of violence directed against teachers and further suggest ways of mitigating the scourge.

4.5.2 Justification for adopting a Collective Case Study Research Design

The multifaceted nature of violence directed at teachers in schools and the urge to provide answers to the research questions influenced the choice of case study research design in the research. A case study gathers information about incidents and experiences that can be used to generate theoretical ideas about real-life situations. In this study, the nature of violence directed at teachers also determined the future managerial approach to mitigate the problem.

Violence directed at teachers in Inanda was prevalent. Nevertheless, all schools in Kwa-Zulu Natal districts are governed by the same legislation. As a result, they have similar school policies regarding discipline, safety, security, and disciplinary procedures. I believed that a case study research design was ideal for the study, as case studies contain information about real-life experiences that can provide clarity at different stages of a study. Additionally, a case study was appropriate for this study as a strategy that permitted understanding the causes of violence directed at teachers.

4.6 Negotiating and gaining access to the research sites and the participants

While the empirical research process highlights substantive findings, understanding the methodological approach used to gain and maintain access to research sites and participants, is also an important part of the data (Leigh et al., 2021). The success of data gathering depends directly on how easy or difficult it is to access the site and how well the researcher can build and maintain relationships with the participants and hold them to agreements (Patel, 2015)

Researchers cannot demand access to research sites as a right (Cohen et al., 2007). Therefore, the gatekeepers must be persuaded into the importance of the research before they can grant permission for research (Bell, 2005). Gaining access is a complex task that requires researchers to continually negotiate systems and processes so that they may reflect on the socially embedded practices of their chosen fields (Bell, 2005).

I communicated with the Department of Education district office to obtain gatekeeper permission. I was then issued a letter granting permission to conduct research in the two selected schools. I then forwarded the letter to the circuit office and school principals. The first contact visit to the two schools was essential, in that it provided an opportunity for building relationships necessary for the data production process. I spent some time with the principals explaining about the proposed study. Cohen et al. (2007) mention that researchers should provide as much information regarding their study's procedures, nature, and aims when negotiating access. Regardless of their hectic schedules, the principals of the two schools made time for the researcher to explain the purpose of the visit to their schools. I shared my experiences of witnessing violence directed at teachers in schools with the principals. Both principals expressed willingness to grant permission to conduct the research in their schools.

Another critical step was to negotiate with potential participants. I requested that principals should allow me to talk to teachers about the study and to ask them to participate in the study. The school principal in school A introduced me to the teaching staff during their staff meeting. The school principal in school B had scheduled another day for me to introduce the study to teachers. I explained the purpose of the study to all the teachers, and those who wanted to participate were informed that they could contact me at any time, since some of them were uncomfortable to do so in front of other staff members. The teachers demonstrated a willingness to participate. However, not all of them participated. One of the teachers in School A was very vocal about the confidentiality and anonymity of the study. Having explained the study's objectives, I also highlighted ethical issues and assured her that the identity of the school and the participants would not be revealed. She was also informed that it was in writing. Another teacher demanded to know if they would be provided with any incentives if they were to participate. I explained that the study was purely voluntary.

Since gaining access to teachers, who had previously experienced violence, had some challenges, I had to slightly over recruit. Teachers found it difficult to open up and share their experiences due to embarrassment, but eventually, it was possible with careful preparation and understanding of the subject's sensitivity. Morgan (2019) suggests that inviting two more participants is better than cancelling the session because they are not enough. As a result, I collected a large amount of data while filtering out irrelevant information. Gaining access to a research site, then recruiting

and selecting research participants, and finally gaining their cooperation, necessitated not only a plan, flexibility, and perseverance, but also energy and commitment.

4.7 The research sites

This study took place at two different research sites, School A and School B. These sites are situated in Inanda. According to the Department of Provincial Local Government (DPLG) (2013), Inanda is one of the oldest settlements in the Inanda, Ntuzuma, and Kwamashu (INK) area. The area mainly includes informal settlements, and there is a significant backlog of formal housing. Inanda was established in the 1800s as a “reserve” for African people. Inanda is one of the oldest townships in Durban, found on the east coast of KwaZulu-Natal. It is located near the M25 and a few kilometres north of Durban city Centre. It is an African community with most isiZulu-speaking people and a few Xhosa speakers. This area is characterised as “both a high-level poverty node within the Urban Renewal Programme (URP) as well as one of five Area Based Management (ABM) Learning Areas within the eThekweni Municipality” (Ibid:5). The area is also known for high crime levels and various forms of violence, ranging from gang violence, taxi violence-related activities, and political violence.

The research sites of the study were chosen based on the volatile nature of the community in which they were situated. Both the schools were in an area characterised, among other things, by a high crime rate. Inanda was known for its high crime rate and was also known as the “capital rape city” in South Africa. The Inanda police station recorded the highest number of reported rapes in 2019/20. Inanda was leading in the number of rape cases in South Africa (Pillay, 2020).



Figure 4.1: Map showing the proximity of Inanda in relation to Durban.

4.8 Justification for the choice of study sites in the study

Researchers settle for research sites to which they can easily gain convenient and ready access, rather than thinking through the implications of particular choices (Tight, 2017). In this study, this was not the reason. Kemparaj and Chavan (2013) posit that qualitative researchers must identify a site consistent with the research topic before going into the field. Furthermore, researchers must bear many factors when choosing a study site and planning to connect with prospective research participants for a qualitative study (Patton, 2002).

The high schools used in this study were identified because of the high levels of violence in the community. Mncube and Madikizela-Madiya (2014) point out that a school is part of a larger community and reflects the magnitude of the violence occurring within that community. Thus, the violent acts occurring in schools are influenced by many families and community-level risk factors that heighten susceptibility to victimisation. Poverty and unemployment in the community are also influencing factors of crime. Ngcobo (2019) found that many learners in the schools in Inanda lived in various informal settlements, some in one-room “shacks”, most in dwellings made from scrap materials (metal, wood, and sheets of plastic). The community shared the water supply and toilet facilities area. Their circumstances varied, with most of them living in female-headed households or with their mothers.

Factors stemming from the community had been powerful facilitators of violence. For this reason, Inanda township schools were chosen as the study site.

Those schools were used to ascertain the causes of violence directed at teachers and to understand teachers' experiences of directed violence. The study was purely qualitative and did not involve many participants. The two research sites provided the required number of participants to answer the study's research questions.

4.9 Research Methodology

4.9.1 Narrative Inquiry

The term 'narrative' refers to a spoken or written text' that gives 'an account of an event/action or series of events/actions, chronologically connected' (Ntinda, 2019). According to Riessman (2008), the term 'narrative' has several meanings. It is used in many ways, but it is often simply a 'story.' However, the term 'narrative inquiry research' embodies narrative, as both the phenomenon and the method of study (Liamputton, 2020). Rossman and Rallis (2017) explicate that as a method, narrative inquiry examines experiences 'as expressed in lived and told stories of individuals. Clandinin (2013) defines narrative inquiry as an approach to studying human lives conceived to honour lived experience as a source of important knowledge and understanding. It is a type of qualitative research that focuses on human stories, and it is a way of understanding experience.

Clandinin (2013) postulates that it is a collaboration between researcher and participants, over time, in a place or series of places, and social interaction with milieus. Rossman and Rallis (2017) posit that narrative inquiry should be seen as a "portal" to human thinking and experience. It is involved in nearly every element of human communication and social interaction. Stories have the power to build community matters... What we do with stories. (Kovach, 2018)

Narrative inquiry is a ubiquitous practice, in that human beings have lived out and told stories about that living for as long as we could talk (Clandinin, 2013). Narratives are personal constructions, but we can also consider collective narratives, which are the stories shared by a particular community or culture (Smith, 2013). Clandinin and Rosiek (2007) state that narrative inquirers study the individual's experience in the world, an experience that is storied both in the living and telling and can be studied by listening, observing, living alongside another, and writing, and interpreting texts. I

requested that participants should share written narratives of their experiences in this study. Narrative inquirers inquire into the institutional, social, cultural, familial, and linguistic narratives in which each participant's experiences are embedded, shaping the individual's experience. Stories of experience are not already there, waiting to be told, but are composed and told in the relational space between inquirer and participant.

People tell stories to explain their own and others' past acts comment on current events and speculate on future possibilities. Therefore, stories need to be told. Accordingly, stories were shared by teachers who taught in the community. According to Clandinin (2013), narrative inquirers recognize that experience and context are changing and shifting phenomena; consequently, the three commonplaces, temporality, sociality, and place, are proposed as crucial thinking tools within the narrative inquiry.

The use of the narrative methodology in this study was to understand lived experiences of teachers who had experienced violence directed at them in schools. The narrative inquiry offered the opportunity to explore violence directed against teachers through a humanistic lens of understanding. Clandinin (2013) asserts that the lived and told stories are some of the ways we can fulfil the world with meaning and enlist one another's assistance in building lives and communities. Narrative inquiry is a valuable method that many researchers and professionals can adopt in various disciplines. Furthermore, it offers a way for researchers to appreciate how knowledge is constructed in our everyday life through storytelling, which is a common means of communication (Riessman, 2016).

4.9.2 Selection of Participants

Sampling selects a sample from a population (Johnson & Christensen, 2014). Qualitative research focuses in-depth on relatively small samples. It relies heavily on individuals who can provide rich accounts of their experiences (Liamputtong, 2020). A fundamental concern of qualitative is quality and not quantity. Hence, there was no set formula rigidly applied to determine the sample size. The sampling process was flexible. This study adopted the purposive sampling technique. The term purposive sampling (also called purposeful sampling) refers to a group of sampling strategies typically used in qualitative research (Flick, 2018). The main idea behind purposeful

sampling is to select participants that are rich with information to answer the research question. Accordingly, teachers who had experienced directed violence in schools were selected using the purposive sampling technique.

Methods of sampling follow different procedures for selection. Saunders (2012) mentions that using purposive sampling enables the researchers to select cases that they deem appropriate for providing information necessary to address the research questions. Sampling procedures guide the researcher on how to select a sample. In purposive sampling (sometimes called judgmental sampling), the researcher specifies the characteristics of a population of interest and then tries to locate individuals who have those characteristics (Johnson & Christensen, 2014).

Qualitative case study research involves few participants or cases because the intention is not to generalize the findings but to fully understand the participants' worldviews and experiences (Flick, 2018). Accordingly, three participants were purposively selected to acquire rich information regarding their experiences of directed violence in schools. Qualitative research samples are generally not representative of a population and using statistics as a warrant underlying sample-to-population representation is not an option. Adopting the purposive sampling technique in the study enabled me to answer the study's research questions because of the technique's strengths. The three participants who were interviewed, all taught in schools situated in Inanda. Their age varied between 26- and 43-years-, and they taught the Senior and Further and Education Training Phase (FET). The experience of the participants varied. The details of the participants are profiled in the table below.

Table 4.1 Sandile's demographics, background, and context

Participant	Sandile, male, late twenties
Teaching experience	Seven years
Subjects	Mathematics and Life Sciences
Grades taught	8 - 12

Background	Sandile is 29 years old, and he grew up in Durban, KwaZulu-Natal, in the Inanda township. After completing grade 12, he studied Bachelor of Education at the University of KwaZulu Natal and completed his degree in 2013. His desire to give back to the community fuelled his passion for teaching. His teachers guided him well in his studies, and he felt compelled to do the same.
------------	--

Table 4.2 Mandisa demographics, background, and context

Participant	Mandisa, female, late thirties
Teaching experience	Three years
Subjects	History and Geography
Grade taught	9
Background	Mandisa was born and raised in KwaMashu, a township 12 kilometres north of Durban. She studied and acquired a degree in Industrial Sociology, and owing to unemployment, she later studied and acquired a Post Graduate Degree in Education in 2019. Her teaching career began in the Mpumalanga province, where she was employed as an SGB educator. However, her contract term ended, and she was later employed in a high school in the Inanda township.

Table 4.3 Thabo's demographics, background, and context

Participant	Thabo, male, early thirties
Teaching experience	Six years
Subject	Isizulu

Grades taught	11-12
Background	Thabo grew up in Nkandla; he completed his Bachelor of Education in 2015. He has taught in rural and township schools. The school situated in the rural area was not well-resourced; however, learners were good regarding behaviour.

4.10 Data Generation Methods

4.10.1 Narrative interviewing

Narrative interviews were used to gain participants' stories regarding their experiences of violence directed at in the schools. Murray (2018) states that since people share narratives in their everyday conversation, it is not surprising that interviews are the most common source of narrative data. Narrative interview questions differ from structured interview questions. Creswell and Poth (2018) provided the following steps in conducting narrative research. The researcher begins by selecting one or more people who have stories or lived experiences to share. Second, the researcher meets with them and gathers their stories. Finally, the researcher reflects on people's lived experiences. Storytelling captures our imagination about the life history of individuals in which we become interested, and it vividly portrays the lived experience of our research participants (Yow, 2014).

In this study, participants were requested to share a written narrative. Silverman (2015) argues that textual data offer researchers many advantages, such as its richness because a 'close analysis of written texts reveals presentational subtleties and skills. Liamputton (2020) states that written texts 'influence how we see the world and the people in it and how we act.' Moreover, written texts document what participants are doing in the world without being dependent on being asked by researchers.

Atkinson (2012) suggests that the life story interview usually takes two or three sessions, lasting about one hour. Three interview sessions were held. In the first interview, participants were asked to share their initial experiences of a violent encounter in school. According to Rosenthal (2007), the research should follow up

only on the internal narrative questions that are questions only relevant to what the narrator has talked about. Therefore, in the second interview, they were asked to discuss the effects of violence on them. In the third interview, Participants were asked to share their experiences on how school management handled their encounters with violence in school.

According to Brinkmann and Kvale (2018), narrative interviews have several purposes. Firstly, a narrative may refer to a particular 'episode' or 'course of action' vital to them. This usually leads to the production of a short story. Secondly, the narrative may represent the narrator's life story as seen from his or her perspective. Thirdly, the narrator may be concerned about the oral history interview, the individual's history, and communal history. The narrative interviews in this study sought to obtain a particular "episode" or "course of action" of teachers' experiences of directed violence in schools.

Narrative interviews were used to uncover experiences of violence directed at teachers in schools. According to (Kumar, 2010), narratives are a powerful method of data collection for situations that are sensitive. Murray (2018) mentions that narrative data can vary substantially and be extended from face-to-face encounters to other sources such as diaries, letters, and other written accounts of particular experiences. In this study, participants were asked to write their accounts of violence directed at them in schools. Because this study was sensitive, participants felt more comfortable sharing written narratives.

According to Liamputton (2020), a narrative inquiry research is similar to in-depth interviewing. Researchers need to ask open-ended questions and follow them up with probes and other devices, to encourage the narrator to speak at great length and in great depth. This study incorporated open-ended questions, to enable research participants to share their experiences openly. Rosenthal (2004) has provided a detailed guide on conducting a narrative interview applied in this study. She suggested beginning in a very open-ended format. Rosenthal (2004) found that this open-ended format often led to a pervasive response from research participants. In the second phase of this interview guide, the researcher introduces what Rosenthal (2004) has described as 'narrative-generating questions.' Hence, the questions were designed to encourage the participants to expand on events or experiences of interest.

Narratives are not somethings that people can automatically provide when they are invited to do so. Hence, narrative researchers must understand ways of conducting narrative interviews. Throughout the interview, the role of the researcher is to provide supportive comments such that the interviewee is encouraged further to develop their narrative account (Murray, 2020). The primary aim of collecting qualitative data is to provide materials for an empirical analysis of a phenomenon that a study is about (Flick, 2018). Participants were told from outset of the interview, that the study aimed at learning about their experiences of directed violence. According to Nowell et al. (2017), data collected from a qualitative study come from observations, interviews, documents, and audio-visual materials such as photographs, videotapes, and film.

Narrative research plays a significant role in helping the researcher to better understand the participants' lived experiences. Narrative interviewing allows the researchers to explore individuals' lived experiences 'by focusing on personal narratives, which often reveal 'aspects of lives previously hidden (Chase, 2018). The approach has significantly benefited many social science researchers (Murray, 2020).

4.11 Data Analysis

4.11.1 Thematic Analysis

Thematic analysis is a method of identifying, analysing, and interpreting patterns of meanings (or themes) in qualitative data' (Nowell et al. 2017). Braun and Clarke (2006) contend that thematic analysis is a foundational method for qualitative research. According to Willig and Roger (2017), thematic analysis is flexible. It can be used to analyse various data types: Data from 'traditional' face-to-face data collection methods such as interviews and focus groups, can be analysed using thematic analysis.

In thematic analysis, the researcher looks for themes with important messages inherent in the material (Liamputton, 2020). These messages emerge from the perspective of the material under examination. The emerging themes are then the categories of the analysis. Braun and Clarke (2006) concur that thematic analysis involves searching across data to find meaning. Braun and Clarke (2021) posit that frequency is not a significant concern in content analysis in thematic analysis, but the 'position of the idea in the narrative' is more important. In the data analysis process, I first read through each transcript to try and make sense of the interview data. Then,

as part of the collective set, I examined what was being said by the participants. I searched across the data to find repeated patterns of meaning.

Thematic analysis is an appropriate qualitative method that can be used to analyse qualitative data sets (Nowell et al., 2017). The most widely cited version of Thematic Analysis was developed by Braun and Clarke (2006, 2012), who proposed a six-step process: (1) immersion in the data through repeated reading of the transcripts; (2) systematic coding of the data; (3) development of preliminary themes; (4) revision of those themes; (5) selection of a final set of themes; (6) organization of the final written product around those themes.

There are many advantages of using thematic analysis. According to Braun and Clarke (2021), the thematic analysis provides a highly flexible approach that can be modified for the needs of many studies, providing a rich and detailed yet complex account of data. Thematic analysis is also helpful for summarizing critical features of a large data set. It forces the researcher to take a well-structured approach to handling data, helping to produce a clear and organized final report (Braun & Clarke, 2021). Each qualitative research approach has specific techniques for evaluating data analysis processes. However, the researcher must ensure rigour and trustworthiness. A rigorous thematic analysis can produce trustworthy and insightful findings (Braun & Clarke, 2021).

Qualitative analysis is much more eclectic, and there is no single “right” way of analysing the data because of the nature of the data collected. Analysis of the voluminous amount of information collected, requires a reduction of specific patterns, categories, or themes. In this study, this method identified what was common in the written narratives and made sense of those commonalities. According to Willig and Rogers (2017), thematic analysis is suitable for every subdiscipline and area where general qualitative research questions regarding experience, understanding, social processes, and human practices and behaviour make sense. Thematic analysis is an appropriate qualitative research method (Nowell et al., 2017), and thus it was appropriate for this study. Thematic Analysis is now the favoured term for describing a general process of induction, whereby the researcher reads and codes the data to understand what the participants have to say about the research topic (Braun & Clarke, 2006).

4.12 Trustworthiness

Trustworthiness refers to the quality of qualitative inquiry and is used to evaluate qualitative research (Liamputton, 2020). This is similar to the positivist concept of reliability and validity. While quantitative researchers strive for validity and reliability in their instruments, qualitative researchers are concerned about trustworthy research. Trustworthiness in qualitative research refers to the systematic rigour of the research design, the researcher's credibility, the believability of the findings, and the applicability of the research methods (Johnson & Parry, 2015). Trustworthiness is another way researchers can persuade themselves and readers that their research findings are worthy of attention (Lincoln & Guba 1985).

“A trustworthy study is carried out fairly and ethically and its findings represent as closely as possible the experiences of the respondents; trustworthiness is not a matter of blind faith; it must be demonstrated” (Johnson & Parry, 2015). Most qualitative researchers argue that some qualitative research studies are better than others, and they use the term trustworthiness to refer to this quality difference. It is crucial to examine strategies that have been developed and that might maximise and minimise trustworthiness. Lincoln and Guba (1985) refined the concept of trustworthiness by introducing the criteria of credibility, transferability, dependability, and confirmability to parallel the conventional quantitative assessment criteria of validity and reliability. Qualitative researchers can use these criteria to ensure the rigour or trustworthiness of their research.

Credibility- is used to determine ‘whether the research is genuine, reliable, or authoritative (Liamputton, 2020). Credibility establishes whether the research findings represent plausible information drawn from the participants’ original data and is a correct interpretation of the participants’ original views. In other words, credibility can attest to the reliability of research findings (Korstjensa & Moser, 2018). The confidence can be placed in the truth of the research findings. Carpenter and Suto (2008) explicate that credibility is “based on the constructivist assumption, which states that “there is no single reality, but rather multiple realities that people construct in their contexts. Liamputton (2020) argues that Credibility is achieved when the participants' various realities are represented as accurately and adequately as possible.

Transferability- according to Norwell et al. (2017), transferability refers to the generalizability of inquiry. Transferability conveys that the theoretical knowledge obtained from qualitative research can be applied to other similar individuals, groups, or situations (Grey 2018). Transferability criteria are used to provide the basis on which qualitative research can be generalized. Liamputton (2020) illuminates that the criteria of transferability are used to provide a foundation for the generalisability of qualitative research.

Dependability- questions whether the research is likely to be consistent over time and across researchers and methods (Norwell et al. 2017). Dependability includes the aspect of consistency. Dependability can be compared to reliability in quantitative research (Chilisa 2012). Researchers are responsible for ensuring that 'the research process is logical, traceable, and documented (Norwell et al. 2017). The researcher needs to check whether the analysis process is in line with the accepted standards of the research design

Confirmability- attempts to show that findings and the interpretations of those findings do not derive from the imagination of the researchers, but are linked to the data (Nowell et al., 2017). According to Guba and Lincoln (1989), confirmability is established when credibility, transferability, and dependability are achieved. Therefore, confirmability is ensured when credibility, transferability, and dependability are achieved. Confirmability is comparable to objectivity or neutrality in quantitative research (Chilisa, 2012).

Qualitative researchers commonly use these four evaluative criteria to demonstrate the rigour of their research (Liamputton, 2020). Carpenter and Suto (2008) suggest that they 'serve as guiding principles for determining the integrity and evaluating the relevance and utility of qualitative research. Nevertheless, they should not be regarded as rigid 'rules in the same way as the concepts of validity and reliability in positivist science. Liamputton (2020) maintains that a trustworthy study is carried out fairly and ethically, and its findings represent as closely as possible the respondents' experiences. The moral integrity of the researcher is critically important in ensuring the research process and a researcher's trustworthiness (Hesse-Biber, 2017). A study must be more than reliable and valid to be regarded as trustworthy.

4.14 Ethical considerations

Ethics are crucial components of rigour. Research ethics are ‘the moral principles that guide research (Gray 2018). According to Liamputton (2020), ethics are a set of moral principles that aim at preventing research participants from being harmed by the researcher and the research process. The ethical responsibilities of qualitative researchers are crucial.

Before approaching the principals of the two high schools, the KZN DoE granted me the permission to conduct this research in writing (Ethical clearance). After receiving the permission from the DoE, I approached the principals of the high schools in question for permission. I then asked for permission from the principals of the high schools to conduct research in their schools. Participants in this study were all over the age of 18.

One of the ethical issues I considered in this study was informed consent. Informed consent has been defined as ‘the provision of information to participants, about the purpose of the research, its procedures, potential risks, benefits, and alternatives, so that the individual understands this information and can make a voluntary decision whether to enrol and continue to participate’ (Mason 2018). Consents were read out to participants, and full disclosure of the nature of this research was also provided to participants before conducting the research. Participants were asked to participate, both verbally and in writing, and they were made aware that their participation was entirely voluntary.

Confidentiality was also maintained in the study. Confidentiality aims at concealing the true identity of the participants (Liamputtong, 2015). The most disturbing and unethical harm in research can occur when participants are harmed by disclosing their personal lives. Israel (2015) maintains that individuals should have the right to ‘maintain secrets, deciding who knows about them. Participant confidentiality was thus realised as a critical aspect of the study. Ethical issues are paramount in qualitative research (Mason, 2018). Researchers must ensure that their research participants are not harmed and exploited.

4.15 Challenges and Limitations of the Study

It was clear from the onset that the research study would pose some challenges. Nevertheless, I was prepared to overcome them. It was assumed that the participants

would be uncomfortable or embarrassed to share their experiences of directed violence in schools, and they would therefore not want to participate in the study. It was, therefore, crucial for the researcher to build trust and rapport. As a result, the researcher introduced the study to all teachers and informed them that those who coveted to participate could contact the researcher privately. The second anticipated limitation was that the school environment might not be conducive for an interview process. This was proved to be accurate. Some participants opted for the interviews to be conducted in a private setting, which they did in the comfort of their own homes. Later, they provided the written narrative text of their experiences. I was highly grateful, and I appreciated the responses of those who chose to share the stories of their experiences.

4.16 Summary

This chapter discussed the research design and methodology adopted in this study. The study was situated within the interpretive paradigm and followed a qualitative approach that focused on teachers' experiences of violence directed at them in schools. The research was conducted as a case study in two schools in Inanda, and a narrative inquiry approach was used. Three participants took part in the study. The participants were fully informed of the aims and nature of the research and their rights. The anonymous nature of their participation was also made known to them and guaranteed, respectively. The methods used for data generation, were narrative interviews. In the next chapter, the findings will be presented and analysed.

CHAPTER FIVE

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

5.1 Introduction

In the previous chapter, the explanation of the data generation procedures and analysis were presented. This chapter focuses on the data presentation and the discussion of the data which was obtained from the narrative interviews. The analysis of data is presented per participants' metaphorical pseudonyms - Sandile, Mandisa, and Thabo, to preserve the anonymity of the participants. The data is presented by the structure of the research questions.

The data is presented using themes and categories that emerged from the narrative interviews. Three themes emerged from the analysis of data. **Types of violence, background, society, support, and training.** Sub-themes supported these themes. Key ideas and information that emerged from the participants' narratives were separated and categorized into themes to facilitate data analysis.

5.2 Objectives and Research Questions

This study was guided by the following objectives:

4. To understand teachers' experiences of violence directed at them in schools.
5. To understand the influencing factors of violence directed at teachers in schools.
6. To explore ways of mitigating violence directed at teachers.

5.3 Key Research Questions

The main research question of this study is.

How can we mitigate against violence directed at teachers?

While the sub-questions are:

1. What are the teachers' experiences of violence directed at them in schools?

2. What are the influencing factors of violence directed at teachers in schools?

3. How can violence directed at teachers be mitigated?

The table below represents the themes and sub-themes that emerged from the data analysis to answer the research sub-questions.

Table 5.1 Major themes and subthemes.

Types of violence	<p>Subthemes</p> <p>Teachers' experiences of violence directed at them in school.</p> <p>Sub-theme 1.1 Verbal violence</p> <p>Sub-theme 1.2 Physical violence</p> <p>Sub-theme 1.3 Written forms of violence</p> <p>Sub-theme 1.4 Violence and theft against teachers' property</p>
Background and society	<p>Influencing factors of violence directed at teachers.</p> <p>Sub-theme 2.1 Family factors</p> <p>Sub-theme 2.2 Substance Abuse</p> <p>Sub-theme 2.3 Community factors</p> <p>Sub-theme 2.4 Peer influences</p> <p>Sub-theme 2.5 Service delivery protest</p>
Support and training	<p>Mitigating violence directed at teachers.</p> <p>Sub-theme 3.1 Workshops</p> <p>Sub-theme 3.2 Provision of social workers</p> <p>Sub-theme 3.3 Teacher support</p> <p>Sub-theme 3.4 Community awareness programs</p>

5.4 Theme 1: Types of violence experienced by teachers

This theme emerged during the narrative interviews. Participants shared their experiences of violence directed at them in school. Participants in this study experienced different types of violence

Sub-theme 1.1 Verbal violence

Participants confirmed that verbal violence was most common in schools. Learners used various abusive words to hurt teachers.

P1 narrated as follows:

Verbal violence is most common, and we experience such almost every day from our learners. It becomes more complicated when they are given assignments and do not submit work on the given due date. When I ask for work, some of them become very arrogant. One boy told me straight that he did not care and then shouted “faka uzero sir” (put zero sir), and I then replied that he could submit the assignment the following day. He then replied, but not directed to me, directing to other learners, and said, “uhlanya ngempela lo” (he is really crazy); the whole class laughed.

According to Woudstra et al (2018) teachers are mocked, ignored and disregarded; sworn at by their learners; and shown indecent signs or laughed. Verbal violence directed at teachers was done directly and indirectly. Learners pretended to be addressing other learners; meanwhile, the message was intended for the teacher.

P2 mentioned that:

..... While I was pregnant, I had an incident. One where I moved a learner from his seat to another for repeated misbehaviour, and he called me “sfebe” on his way to the other seat.

Teachers considered name-calling to be verbal violence. Learners used these names in the presence of teachers. Hence, teachers became aware that learners who gave them names, which perpetuated verbal violence toward teachers.

P3 therefore said:

I was given the name “sdudla” shortly after I started teaching at the school. One of the learners informed me that when it is my lesson time, learners speak amongst themselves and say “sekuza usdudla.” I do have a plus-size body, and I found this very insulting.

The use of verbal violence by learners in this subsection was seen as violence directed at teachers. Teachers were given names based on their appearance and what they

would say. In a way, this constituted violence because teachers did not like it. It made them angry, and they considered it degrading.

Sub-theme 1.2 Physical violence

In both schools' participants had different experiences regarding physical violence. Misunderstanding and differences between the teacher and learner caused conflicts that learners attempted to resolve through physical violence.

P1 narrated as follows:

“I was once involved in a heated argument with a grade 11 learner whom I had reprimanded for failing to submit several class assignments and being disrespectful towards me; this resulted in the learner becoming physically violent. The learner attempted to hit me with a brick; fortunately, the learner missed and walked away. I was shocked about what had transpired, and I became terrified”.

On the contrary, **P1** narrated a story of how a learner attempted to attack him using a brick. The learner was physically violent to the teacher because he was angered by the teacher for reprimanding him for late work submission. **P2** was more emotional than physical violence. Pieces of paper and rubber did not leave any physical scars; however, she felt degraded, and learners saw it as a joke.

P2 shared the following:

My worst experience took place when I started teaching in school B. This one day, the class was surprisingly quiet that day, but I could hear giggles and whispers. Anyways, I ignored and turned my back to write notes on the board, and as my back was turned against the learners. I felt pieces of rubber and paper hitting my back and the top of my head. Firstly, I thought I imagined things, and then more of these pieces came pouring at me. I quickly turned around, and the whole class laughed.

Some forms of violence, such as physical violence, caused a significant impact on those who experienced them, even though they were not perpetrated often.

Sub-theme 1.3 Written forms of violence

Two teachers in the participating schools, one in school A and another in school B,

shared that they had experienced written forms of violence several times. Teachers shared as follows:

P2 narrated as follows:

One morning outside my classroom door, I found derogatory words written on my door. I then asked the girls who were standing closer to my classroom. Who might have written that? They laughed, and one said, “the words might have been written by a learner who was angry at you.”

In both the schools, I found that some learners wrote insults about some teachers on the toilet walls and the chalkboard. The teachers were hurt by what the learners wrote about them.

P3 shared as follows:

I have received a lot of inappropriate and disrespectful comments about the clothes I wear. I was once drawn on the chalkboard; they drew my plus-size body, trouser, and tie, and everyone laughed when I walked into the class. There was also the time when one of the learners approached me and informed me that my name was written on the toilet walls. All sorts of horrible, vulgar names were hurled at me.

Written forms of violence appeared to be learners' indirect means of inciting violence directed at their teachers. While the intention was to hurt the targeted teachers, the perpetrators were careful that they were not seen by the teachers when they wrote insults. Some learners would report the incidents, but not the perpetrator.

P3 mentioned that:

When I reported the incident to the principal, he told me to calm down, “all teachers’ names are written on the toilet walls, which cannot be controlled.

This written form of violence directed at teachers was one of the most regularly practiced. It was a potent form of communication. The fact that learners adopted it often and that teachers' felt violated, strongly suggests that if nothing was done to address and mitigate such violence, such acts of violence would continue in schools.

Sub-theme 1.4 Violence and theft against teachers' property

Violence directed at teachers' property was common in both participating schools.

Teachers revealed that learners, who were angry at the teacher would use a sharp object to scratch the teacher's car to get back at the teacher who had reprimanded them.

The type of violence was confirmed by a **P1** and **P2** as follows:

P1 shared as follows:

Earlier this year, my car was scratched, and this happened on the school premises. To this day, I do not know who it was. Nevertheless, this is common at this school. Sometimes they let the air out of your tires.

P2 mentioned that:

Stealing is something we guide against all the time in our school. My phone was stolen from my desk in the classroom while I was called to the office. When I returned to the class, my phone was not on my desk, I asked the class who had taken my phone, and none of the learners revealed the culprit.

Given the above narratives, violence occurred in different areas within the school. The findings suggest that some forms of violence occur at any given time and space, which is unpredictable. The above teachers were violated negatively, as some of them felt helpless, angry, unsafe, and hopeless. It was possible that any of the stakeholders in the two schools could be a victim of violence. However, some teachers tended to be more exposed to violence than others.

5.5 Theme 2: Background and society

Sub-theme 2.1: Family factors

Woudstra et al (2018) argues that in the background of learners' actions stands behaviour learned in family. The breakdown of the family systems owing to moral generation, lack of parental involvement, domestic violence, and lack of discipline, were identified as influences of violence directed at teachers in schools. Participants narrated as follows:

P1 mentioned that:

One of the most serious issues at our school is the presence of orphaned and abandoned children. Many of our learners do not have parents, either because their parents have died or because they have been abandoned. They live with

their grandparents, aunts, or someone forced to care for them due to circumstances.

Some learners are violent because of their background, seeing their parents fighting now and again. So, they think that this is the right way to resolve conflict. We need to change their mindset as young as they are and tell them that 'you cannot solve a problem by fighting.'

A learner who is exposed to constant fighting at home can have a high tendency to use violence to resolve issues at school and can easily exhibit violent tendencies that can lead to violence. Family factors were identified as causes of violence directed at teachers in schools: lack of parental involvement, the learner's background, domestic violence, and poverty. The attributes of a young person's family and home environment also played a vital role in the child's risk of violence perpetration.

Bandura (1997) suggests that children learn behaviour through observation and modelling. There was consistency between P1 and P2. Both participants raised concerns about orphans and learners who did not stay with their biological parents. If parents could model nonviolent behaviour in homes, learners may attempt to learn and model such behaviour.

P2 mentioned that:

Most of the learners at this school are orphans, and the covid pandemic has made matters worse, while some learners do not stay with their parents. There is no authority figure in their homes. They behave in any way and have no regard for teachers. The parents also encourage their children to misbehave towards teachers. Parents tend to come to school and disrespect teachers. Parents in the community where I teach frequently tell their children that teachers have no right to discipline them. A parent once came to our school and started shouting at a teacher in front of the teaching staff. The parent did not have the decency to address the issue politely she had with the teacher.

According to **P2**, some parents verbally attacked teachers in the presence of learners. Such parents acted as violent role models to their children. It was, therefore, expected that some learners instigated verbal violence against the teachers because they witnessed some parents trying to solve misunderstanding with violence.

P2 suggested that learners learnt the behaviour of disrespect from home and transferred it to school. **P1** and **P3** believed that the lack of parental involvement and abuse in their home was a factor that contributed to learners becoming violent at school.

P3 Narrated as follows:

I have a good relationship with some of my learners, and they are the ones who have revealed the names of the culprits who have perpetrated violence against me. I sit and listen to them after completing all of our tasks. The vast majority of them do share personal stories. I have observed that some learner parents appear to be unconcerned about their children; others abuse substances and have no time for them. These learners are expected to take on the roles and responsibilities of their parents in caring for their households. A grade 8 learner in my class once told me that he once asked his father what grade he was in and who was his class teacher, and his father did not know.

The lack of parental involvement is a significant reason for violence increasing in school. The lack of parental involvement in a learner's life can be seen as an influencing factor that causes violence directed at teachers.

Sub-theme 2.2: Substance abuse

Alcohol and drug abuse were significant concerns for both schools, leading to indiscipline and violence. Participants maintained that alcohol and drugs were amongst the influencing factors of violence directed at teachers in both schools. Some common drugs mentioned were dagga, whoonga/ nyaope [mixture of dagga, heroin, and anti-retroviral drug].

P1 shared as follows:

People drink day and night in this community, adults and children; you can smell alcohol on some learners on their way to school. Some of the learners are drunk before school starts. The consumption of drugs and other substances has a psychological impact on learners that increases the rate of violence within the school environment. We experience much violence in school because of alcohol and drugs

P1 and **P2** believed that alcohol and drugs were the primary cause of violence directed

at teachers. Learners sometimes arrived at school under the influence of drugs.

P2 *Substance abuse has also played a role in the violence directed at our school's teachers. Learners who are under the influence of alcohol or marijuana arrive at school and sometimes insult us as teachers.*

Findings revealed that some teachers ignored learners who smoked and did not reprimand them because they became aggressive.

P3 mentioned that:

Substance abuse is also a major issue at our school and in this community. Learners sometimes come to school under the influence of alcohol, marijuana, and whoonga. We as teachers try to avoid and ignore such learners who are under the influence of drugs for our safety. However, we sometimes report such learners, depending on how dangerous they are known to be.

Sub-theme 2.3 Poverty and Community factors

One participant said that causes of poverty led to social problems that in turn led to anti-social behaviours such as crime.

P1 narrated as follows:

My name is Sandile, and I was born and raised in the Inanda, Ohlange area, to a family of five siblings. I come from a community with a high unemployment rate, and poverty is rife. Families in this community experience social problems, and it is common for some to engage in antisocial behaviours, such as theft, robberies, and even rape. learners exposed to violence and crime in the community easily exhibit crime and violence tendencies in school.

P3 shared as follows:

I started to work as a teacher in 2015. I was employed in the Umzinyathi District of the Nquthu circuit. The school was located in the Qhudeneni area, a remote rural area that had a few minor behavioural issues with learners at that school. Respect was instilled in most learners at that school.

Burton and Leoschuit (2013) argue that school violence does not only occur in disadvantaged and low-income families and communities. Participants had different opinions. **P1** believed that unemployment creates inequality, which ultimately

contributes to violence directed at teachers. **P3** contended that learners in the rural school, in which he previously worked, behaved much better than learners in Inanda township, regardless of socio-economic factors.

Working at School A was extremely challenging at first. I recall being warned about crime in the school and the community when I first started teaching, and I was even told a story about a teacher who was hijacked on the school premises. A few weeks teaching in the school, my cell phone was stolen from my bag in the staffroom. I must say that the working environment is vastly different from where I began my career as a teacher.

From the above, it could be argued that held values and ideologies of how a child was raised in the community around a school, also influenced learner behaviours. The above community factors, such as crime, poverty, and unemployment prevalent in the communities around the two schools, influenced the violence in these schools.

Subtheme 2.4 Peer influences

Participants shared the same views. This view is reflected in the following statement by a participant **P1**:

Participation in violent activities may be a tool for obtaining the respect and attention of peers or as a way to establish independence from the adult world. Peer pressure also plays a role in that they try to prove themselves to their peers to gain validation, and in the process, we teachers become victims of violence.

Learner peers were also found to contribute to violence in the two schools. The peers caused violence directly and indirectly. Directly, they encouraged some learners to engage in violent behaviours.

P2 shared as follows:

Most teenagers always want to prove a point; everybody wants to create a name for themselves. They want to be seen and known as that boy or girl to create that image, and they feel that they need to do it in violent ways. As a result, they insult teachers in front of their peers and even make a threat to get the kind of recognition they want.

The above converged reinforces the view that peers become an increasingly important influence on learners' attitudes and behaviours (Burton & Leoschut 2013). Peers can, directly and indirectly, influence behaviour and can cause learners to engage in undesirable behaviours to fulfil the need to belong.

Sub-theme 2.5 Service delivery protest

Service delivery protest has emerged as one of the influencing factors of violence directed at teachers. Such violent protest was common in Inanda.

P1 mentioned that:

Our learners are exposed and also partake in the constant service delivery protest. Most of the protests happen at night; tires are burnt, municipality structures are vandalized, and rubbish is thrown on the road; such acts make learners believe that violence is a way of solving conflicts

The impact of frequent protests in the community spills over to the school environment, aggravating unacceptable behaviours in the school that lead to violence. Learners believe that violence is the best way to resolve disagreements.

P3 stated that:

In this community, there are so many protests; community member often protests about service delivery. Most houses in this area do not have proper housing and sanitation. Community protests are quite frequent, and some of our learners do participate in these protests. They burn tires and block roads.

5.6 Theme 3: Support and training

Theme 3 suggested the measures to mitigate violence directed at teachers in schools. The suggestions elicited from participating teachers included teachers and school management teams workshops on violence, provision of social workers in schools, and community awareness programs.

Sub-theme 3.1 Workshops

Participants expressed that teacher in the two participant schools were not trained to understand and address violence directed at them. The participants believed that workshops should be provided to capacitate them with knowledge and skills on how to deal with violence directed at them and to train them on how to react and control

violent incidences.

P1 suggested that:

We need training on school violence because we only attend workshops on the curriculum and other education matters, excluding violence. We come across many violent situations, but we are not trained to handle such. We need to be 'work-shopped on how to handle such situations.

P2 stated that:

I have never attended any workshops where teachers are given an opportunity to be trained on issues specifically related to ways of dealing with violence at the schools. The education department should take that initiative and do more to equip teachers with the skills required to address violence directed at teachers in schools.

P3 expressed a different view from P1 and P2 that not only did teachers require workshops, but school management teams also needed workshops to equip them to deal with violence directed at teachers.

P3 stated that:

A workshop on violence is needed for both teachers and school management. Teachers and school management teams need to learn how to deal with issues of violence directed at teachers.

Sub-theme 3.2 Provision of social workers

A suggestion by teachers included the provision of social workers in schools for learners who had behaviour problems such as violence in schools.

P2 and **P3** affirmed that the absence of social workers in schools left a vacuum that increased the rate of violence in schools. Both maintained that issues that were supposed to be dealt with immediately were left to get out of control, making the situations worse and more complex to handle.

P2 stated that:

Learners in our school go through a lot in their homes and communities.

Providing social workers on a full-time basis would be a huge difference in combating violence in school.

P3 mentioned that:

We (teachers) constantly play the roles of counsellors to try and assist our learners. Some learners have anger issues, while others are drug addicts. Social workers should assist learners who require counselling, and where the need arises, they should make further professional recommendations before issues get out of control.

Participants believed that the presence of social workers in schools could address behavioural issues and assist in mitigating violence directed at teachers.

Sub-theme 3.3: Community awareness programs

Participants believed that community awareness programs would educate communities on the factors that led to violence directed at teachers.

P1 stated the following:

We lack joint effort, and it is not necessarily the school staff but all school stakeholders, parents, and the community. Communities need to be informed about issues that are affecting learners.

P2 suggested that:

The School Governing Body has to create awareness and inform parents about the challenges of violence that teachers experience in schools. Parents must be aware of the factors affecting their children. The community must know and guide against such factors

5.7 summary

The narratives of participants were closely examined with the purpose of identifying concepts and themes emerging from these narratives. I ascertained common and unique themes reflecting their identities through this process. The discussion of the findings revealed vital issues that influenced violence directed at teachers. It was revealed that socio-economic factors influenced violence directed at teachers in both schools.

CHAPTER SIX

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

6.1 Introduction

The purpose of the study is to explore ways of mitigating violence directed at teachers in schools. The previous chapter presented the analysis of the findings. This chapter presents the summary of findings reached and, finally, the recommendations for mitigating violence directed at teachers in schools. The findings are related to the literature, theoretical frameworks, and most importantly, the three research questions. The last section is a discussion of the limitations of the study. The conclusion to the chapter draws the study together.

6.2 Summary of the Study

Chapter one was an overview of the study. It presented a concise picture of the core elements of this study. Critical questions, which were in line with the study's objectives, were formulated. The background to the study, the research problem, the aim of the study, research objectives, and research questions were presented. An overview of the research design and methodology, the methods of data generation and data analysis, the trustworthiness of the study, and the ethical considerations were taken into account were also presented.

Chapter two reviewed the various literature on violence directed at teachers in schools. The chapter discussed the prevalence and the influencing factors of violence directed at teachers. The chapter further illustrated the strategies that were used to mitigate violence directed at teachers.

Chapter three presented the theory that was adopted in the study. The theory explored how observational learning and environmental factors such as the community, home, and school influence learner behaviour. The strengths and weaknesses of the theory were also discussed.

Chapter four presented the methodology that was adopted to answer the research questions. The qualitative approach was used, and narrative interviews were used to collect data. The research instruments which were selected for this study were suitable

for the research and they provided the desired data that enabled me to achieve the study's research objectives. Chapter four contained the study's research approach, research design, data collection instruments, data analysis, sampling techniques, sample size, ethical considerations, and limitations.

Chapter Five presented the data analysis and interpretation of the results based on the data collected from the respondents' narrative interviews. Data were analysed using a thematic approach.

Chapter six provides a summary of all the chapters in the study. This chapter also contains a summary of the core findings, the recommendations of the study, and the overall conclusions

6.3 Findings reflecting on violence directed at teachers in schools

This research study aims at understanding and sharing teachers' experiences of violence directed at them in schools and further exploring ways of how violence directed at teachers can be mitigated. The findings are related to the theoretical frameworks, literature, and, most importantly, the three research questions. Findings are presented as indicative/suggestive/conclusive statements.

6.3.1 Theme 1: Types of violence experienced by teachers

Teachers experienced violence directed at them in various ways. These experiences included verbal, physical, and written violence and violence directed at teachers' personal property. Montgomery (2019) elucidates that teachers continue to face several types of violence in schools, such as verbal violence, property damage, threats, and physical assaults. The findings in this study revealed that teachers experienced various forms of violence, while some appeared to be mild, and others were serious. In most cases, violence directed at teachers occurred in the classrooms and it was verbal. Moreover, threats of violence occurred in both schools. The findings revealed that teachers were subjected to the following types of violence: verbal violence, written violence, physical violence, and violence directed at teachers' personal property.

Sub-theme 1.1 Verbal violence

Literature indicates that learners' verbal violence and threats against teachers are most common (Moon et al., 2021). The findings revealed that verbal violence was most

prevalent in both schools. Name-calling and verbal threats were typical in both schools. The findings suggest that some learners used various abusive words to hurt teachers. In the classroom, some teachers were verbally criticised and insulted. In both the schools, it was found that learners assigned 'names' to the teachers. Name-calling was considered offensive by teacher participants. Learners used these names amongst themselves and even in the presence of teachers. As a result, the teachers discovered that their learners had given them names. It enraged them, and they saw it as degrading.

Verbal threats against teachers were also found to be common in both schools. When teachers disciplined learners, some learners were reported to retaliate by using threats of violence against the teachers for their wrongdoings. Threats of violence in school A were common against teachers, but learners did not physically attack teachers, since there were no incidents reported. Nonetheless, verbal violence can have a negative impact on teaching and learning because effective learning requires interaction between learners and teachers. Verbal violence directed at teachers by the learners was also done indirectly. The learners pretended to address another person or learner when the message was intended for the teacher. Furthermore, teachers were even given new names that learners used amongst themselves.

Sub-theme 1.2 Physical violence

Findings revealed that physical violence was less common in both schools. Studies suggest that violence directed at teachers is most often non-physical and consists of intimidation, bullying, and verbal threats (Tiesman et al., 2013, Longobardi et al., 2019). The study found that physical attacks on a teacher caused a significant impact, even though they were not perpetrated often. Nevertheless, in school B, the teacher was attacked with pieces of rubber and paper while her back was turned against learners, writing on the chalkboard. Another teacher indicated that a learner attempted to assault him (teacher) with a brick physically and fortunately, the learner missed. Furthermore, the evidence presented under the themes of physical violence, for instance, shows that the learners who physically attacked the teachers in the two schools were not suspended or expelled.

Sub-theme 1.3 Written violence

The study found that violence directed at teachers was also in written forms. Lokmic et al (2013) mention that written forms of violence directed at teachers often humiliates and undermines teachers' dignity. Some learners adopted writing strategies to convey violent messages to teachers. Learners would write vulgar words directed at teachers in the school toilets. The school toilets were identified as the location in the school where many of these questionable activities took place. A teacher participant in school B indicated that he had an image of him drawn on the chalkboard. The drawing emphasized his plus-size body and the clothing he was wearing. Below the picture, they had written the teacher's name. This was painful and resulted in the low self-esteem for the teacher.

Written forms of violence appeared to be an indirect way to instigate violence directed at teachers. The intention was to hurt the targeted teachers. The perpetrators were careful not to be seen by the teachers when they wrote insults. Some learners would go and inform the teacher, while other learners would protect the culprits.

Sub-theme 1.4 Violence against teacher's property

Violence directed at teachers also manifest in the form of destruction or damage of teachers' property and theft (Montgomery, 2019). The study found that violence directed at teachers' property, especially their cars, and theft of teachers' belongings was a problem in both schools A and B. Theft of teachers' property might be because of poverty or some form of revenge against teachers. Participants revealed that theft was prevalent, and they frequently had to monitor their belongings.

Violence against teachers' property was a significant issue. One participant revealed that one of his car tyres was slashed by a learner. This can also be seen as a societal problem and is most common in the Inanda since there are many service delivery protests. Participants revealed that angry protesters frequently destroyed property in that community. They blocked roads and burnt tyres. What emerges from the findings is that some learners damaged the property of teachers as a way of taking revenge against them.

From the above, teachers were subjected to a wide range of violent behaviours from learners in schools. It was also apparent that violence instigated by learners at teachers, sometimes emanated from the teachers' attempts to adopt violent means in disciplining the learners. Nevertheless, teachers who had experienced violence in

school, suffered long-term physical, emotional, and psychological consequences. Teachers who had been violated, were also negatively impacted, and some of them felt helpless, angry, and unsafe.

6.3.2 Theme 2: Background and society

The study found several influencing factors of violence directed at teachers. Influencing factors of violence directed at teachers in schools were influenced by learner background and society. The influencing factors of violence in the two participant schools were multifaceted and they emanated from different sources. Burton and Leoschut (2013) explicate that schools are microcosms of the communities in which they are located; thus, the violent acts occurring in schools are influenced by many family and community-level risk factors that serve to heighten susceptibility to victimisation.

The identified multiple causative factors discussed in 5.3 exerted negative influence and led to undesirable outcomes for teachers and the school environment. Narratives that were collected from the two study sites identified similar factors that contributed to violence directed at teachers in Inanda. Furthermore, participants in the two case study schools knew that multiple factors caused learners to become violent towards teachers. Participants' narrative responses on the influencing factors of violence were as follows: family factors, peer pressure, seeking validation and maturity stage, the influence of poverty, peer influence, and substance abuse.

Sub-theme 2.1 Family factors

The family as an immediate environment for learners was found as one of the sources of violence in the two schools. Four family factors were identified as causes of violence directed at teachers in schools: the lack of parental involvement, domestic violence, and poverty. The attributes of a young person's family and home environment, also play a vital role in the child's risk of violence perpetration. Burton and Leoschut (2013) contend that the family and home environment, in which many children are raised, contribute to children's engagement in school-based violence.

A home plays an essential role in a child's socialization and how the child behaves toward teachers at school. In both the school's teacher participants revealed that most learners were orphans. The absence of parents impacted the fundamental foundation of their socialisation, as such parents would have guided them on societal norms of

respecting adults and the need to obey adult instructions. McMahon et al (2019) explicate that parents are the important stakeholders in the school community, and parental school involvement is associated with learner success, higher attendance, and lower suspension rates, which may prevent school violence.

Other socio-economic factors such as poverty and abuse in the home negatively affected learners. Exposure to violence also affects learners' risk for violence owing to violence's negative impact on their emotional and behavioural development (Burton & Leoschut (2013). In turn, such learners verbally abuse teachers. Violence in the home is another cause of violence. Learners imitate the violence they observe at home and apply it at school.

Another cause of violence is a lack of parenting skills, as many parents fail to teach their children the distinctions between right and wrong in various situations. Lokmić et al (2013) assert that a family needs to raise children, convey to them the correct moral views that they will apply in their later life. Participants revealed that the parents often told their children that the teachers had no right to punish them and that they had rights. Therefore, learners tended to misunderstand and to misinterpret their rights by thinking that they had the right to behave anyhow in school. Families are the primary contexts in which young people learn about acceptable and unacceptable behaviours in their societies (Burton & Leoschut, 2013). The findings of this study demonstrate that many individuals are at risk of perpetrating violence owing to the family settings in which they are raised. Findings revealed that some parents were uninterested in their children's education.

The findings revealed that the learners' backgrounds influence their behaviour. The findings revealed that some learners came from child-headed families, while others had single parents or lived with their extended families. Participants indicated that those who grew up in child-headed households lacked values such as respect for adults and authority. As a result, they were more likely to engage in violent behaviours. The absence of parental support exposes learners to peer risk factors such as the abuse of alcohol, drugs, and other substances. These factors can lead to further violence.

The participants maintained that a lack of parental involvement increased the risk factors for learners about learners becoming violent and aggressive. Parents are

essential stakeholders in the school community, and parental school involvement is associated with learner success, higher attendance, and lower suspension rates, which may prevent school violence (Castro et al., 2015). Some parents are unaware of their children's academic performance because they simply do not care. The findings revealed that a lack of parental involvement exposes learners to peer risk factors such as the abuse of alcohol and other substances.

Some families were reported by participants to be violent and often instigated violence against their children and thus socialising such children to be violent (Bandura, 1977). Some learners come from child-headed homes, and others are exposed to domestic violence. When learners witness or are exposed to domestic violence, they accept it as a societal norm. Learners who witnessed or participated in, or observed these violent incidents, are likely to experience trauma that can lead to modelling what they have seen.

Based on the findings, teacher participants thought that some parents contributed to violence directed at teachers. Some parents reinforce destructive behaviours by covering up the indiscipline of their children.

Sub-theme 2.2 Substance Abuse

Alcohol and drugs were a significant concern for both case study schools, leading to indiscipline and violence. Some common drugs mentioned were dagga and whoonga. Burton and Leoschut (2013), found that alcohol and drugs was easily accessible for many learners in urban areas. The study results revealed that violence directed at teachers is a product of various factors from different actors and influences. The findings revealed that alcohol, drug use, and substance abuse are major contributors of violence directed at teachers in both schools. Both schools reported high abuse of substances such as dagga, alcohol, and cigarettes.

The effects of drugs and other substances on learners result in various types of violence directed at teachers, such as verbal and physical violence. Participants in the schools further revealed that some parents of some learners abused alcohol and drugs. Learners, therefore, assumed dual roles as parents at home and as learners at school. Participants believed that such role confusion exerted stress on some learners who lacked respect for teachers. Since the school toilets were identified as the location in the schools where many of these questionable activities took place, continuous

monitoring of toilets could mitigate factors such as learners taking substances and writing on walls, mitigating the factors that influence substance abuse.

Sub-theme 2.3 Community factors

McMahon et al. (2020) mention that the frequency of violence and risk to teachers is influenced by the ecological contexts in which they work. The socioeconomic factors prevalent in the two schools' communities, such as crime, poverty, and unemployment, influenced the violence in these schools. According to Burton and Leoschut (2013), the effect of these factors on school violence may be and often are, compounded by community-level factors, such as access to alcohol, drugs, firearms, or gang activity. McMahon et al. (2020) argue that schools located in communities with lower socioeconomic status and higher residential crowding are also at a greater risk for violence directed at teachers.

The findings revealed that the research communities of the study had experienced a great deal of protest actions against service delivery in which learners also participate. Participants perceived the community to be extremely dangerous at the community level, with crime being considered a way of life. Participants believed that some learners tended to imitate violence that was performed by criminals in the community. People have become oblivious to criminal activity. The problems in the community may manifest themselves in the school setting, resulting in factions within the school and against teachers.

A safe and non-violent school is inexorably linked to a safe and non-violent community (Burton & Leoschut 2013). The case study schools were situated in a community with a high rate of unemployment, which thus increased antisocial and potentially violent behaviours. Poverty was identified in the study as a factor that caused violence in schools. Participants indicated that poverty caused distress, and most families in the community experienced social problems and they engaged in antisocial behaviours. Participants revealed that most learners in these schools came from low-income families. As a result, they were angry about their circumstances and used violence to relieve their frustration.

Poverty, as a social illness, has a devastating impact on the community. Poverty in the community can be related to many influencing factors on violence directed at teachers, the psychological impact of poverty, poor parental involvement, and the high crime

rate. These factors influence learners negatively and often lead to violence directed at teachers. Participants in both schools emphasized that poverty was a major challenge that the community faced. Being impoverished is incredibly complicated and sometimes, one desperately needs something, but cannot afford it, forcing one to steal to survive. Some learners, under these circumstances, want to prove that they are on an equal level with their wealthier peers, therefore, they seek attention by swearing, using drugs, drinking, and using vulgar language. In their minds, they want to gain status by assuming control.

The study revealed that theft of teachers' belongings was rife in the school. Teachers were forced to check on their belonging constantly. Learners may commit such crimes to meet their personal needs when their families cannot provide for them. Given that violence directed at teachers is more likely in urban community settings, such schools may need additional resources, community interventions, and school community linkages that promote positive school climates, youth outcomes, and school belonging (McMahon et al, 2014). Furthermore, community empowerment could be a way to eradicate poverty in the community and therefore mitigate the behaviours that could lead to violence directed at teachers.

Sub-theme 2.4 Peer influences

Participants revealed that peer influence was a significant contributor to violence directed at teachers. Burton and Leoschut (2013) elucidate that peers become an increasingly important influence on learners' attitudes and behaviours during adolescence. Peers play an influential role in learners' antisocial attitudes and violent behaviours.

Peer influence was also discovered to be a source of violence in the two schools. The peers were, directly and indirectly, responsible for the violence directed at teachers. Learners would want to show off and want to be seen as better than the others. It emerged from this study that physical violence did not occur more often in the two schools than other forms of violence directed at teachers. Verbal violence was more common in both schools. The findings suggest that teachers in the two schools felt violated by learners who were disrespected. Several factors have been identified as the source of this violence.

Sub-theme 2.5 Service delivery protests

McMahon et al. (2020) state that community services may also impact violence directed at teachers. The study revealed that the research sites had frequent service delivery protests. Participants in the study claimed that learners participated in violent protests. Learners who constantly witness, participate in, or observe violent protests, are more likely to engage in unacceptable behaviour leading to violence at school.

6.3.3 Theme 3: Support and training

Teachers took several measures to manage violent incidents, which included teachers reporting the matter to the principal, calling parents, and some teachers turning a blind eye to delinquent learners to avoid being victimised. However, these measures were ineffective in mitigating violence directed at teachers. McMahon et al (2017) mention that in order to address violence directed at teachers, comprehensive efforts are needed that address the entire ecology of the school. A wide range of additional measures to deal with violence directed at teachers was identified, such as providing counsellors in schools, training, and support for teachers and school managers on dealing with violence. Participants' responses on how violence could be mitigated were as follows: training, provision of social workers and the implementation of school policies

Sub-theme 3.1 Workshops

The study revealed that violence could be better managed and mitigated if school managers and teachers had the right skills. Teachers need training in appropriate methods for handling various types of infractions and in responsive behaviour management and instruction (McMahon et al, 2019). Another significant finding was that teachers in the two research schools were unprepared to deal with violence regardless of staff development initiatives. Staff development initiatives on classroom and behaviour management would better equip teachers with the knowledge and skills to mitigate violence directed at teachers. Espelage et al (2013) mention that teachers, themselves, play a powerfully pivotal role in reducing school violence through teacher and classroom practices.

According to one participant, her principal was unsure how to handle her situation and, as a result, she found the situation amusing. The school principal can effectively manage their schools with adequate knowledge and skills, ensuring that learners

follow the rules and regulations. Teacher participants from school A acknowledged the importance of teacher professional development workshops that addressed curriculum issues and school-based violence because teachers were expected to multi-task.

Sub-theme 3.2 Provision of social workers

Participants said that professional social workers should be assigned to each school on a full-time basis to address the concerns of teachers and learners. Handling behavioural issues by a professional social worker, would provide the appropriate channel for mitigating violence directed at teachers. According to Cuellar & Mason (2019) school social workers can play a unique and important role as school personnel in that they can identify elements of the school environment that impede learner success, counsel individuals and groups, advocate for the disadvantaged, and promote learner achievement through their service delivery and coordination.

Sub-theme 3.3 Community awareness programmes

Community leaders and organizers need to engage youth in positive activities (Espelage et al., 2013). Community leaders should launch public awareness campaigns to discourage violent protests in the community and promote nonviolent conflict resolution among community members. The school governing body and community leaders should use their influence to engage youth in positive activities.

Sub-theme 3.4 Teacher support

McMahon et al (2017) found that lack of school management support negatively impacts teachers at multiple levels, including teachers' feelings (individual); challenges associated with addressing issues related to learners, parents, and other perpetrators (interpersonal); and school systems and policies (organizational). Mitigating levels of violence requires strong school management. McMahon et al (2020) posit that school leaders are key stakeholders when it comes to shaping school climate and safety that can reduce or increase the negative impact of violence against teachers.

In general, the findings point to the incompetence of school management in the two schools. The principals and other members of the school management teams appeared to be struggling to create and sustain an environment in which teachers

would experience less violence. According to McMahon et al (2017) teachers who report less support by their school principal are more susceptible to multiple victimizations across learners, colleagues, and parents. More concerning findings indicated that some teacher participants turned a blind eye on directed violent acts for fear of being victimized by learners.

Nonetheless, the principals appeared to lack leadership when they failed to inform and motivate teachers on how to discipline learners. Hence, this demonstrated that positional leaders failed to guide and address the problems of the teachers mentioned above. Appropriate actions were not taken against the perpetrators of violence in the two schools. Most participants affirmed that clear school policies would make it easy for school managers to manage violence effectively and efficiently.

Transformational leadership (e.g., supporting and motivating employees) can buffer against the negative relation between learner violence against school employees and employees' perceptions of school safety (McMahon et al., 2019). Hence, support from school management would mitigate violence directed at teachers. Furthermore, findings in the study revealed that there were no professional social workers at the research sites of the study. Victimized teachers were not provided with any support. Anderman et al (2018) state that teachers certainly experience emotional reactions after having been victimized, and these reactions warrant attention, as they are related to subsequent behaviours. This study attests that violence directed at teachers is a serious issue that must be examined and addressed.

6.4 Recommendations to mitigate violence directed at teachers

Findings in this study about the nature of violence directed at teachers revealed that directed violence could diminish teachers' abilities to work effectively. Participants in the study felt that they had inadequate support from the education system. The lack of support stems from the departmental heads, principals, deputy principals, and the Department of Education.

Violence directed at teachers is fuelled by a slew of individual, school, family, and community-level risk factors that combine to create vulnerability to violence. As a result, any attempt to mitigate violence in schools needs to extend beyond the school itself. It is important to understand the influencing factors to mitigate violence directed at teachers, because it is challenging to address a problem without understanding the

causes.

After considering the findings of this study, the following recommendations were made:

- There should be a comprehensive approach to addressing violence directed at teachers that include learners, teachers, departmental heads, deputy principals, school principals, school districts, and factors that directly and indirectly affect learners and teachers. Training teachers in classroom management and crisis intervention, creating positive school norms and climates conducive to teaching and learning, improving communication, implementing clear and consistent policies and support across and between systems, and providing adequate resources are possible strategies.
- The provision of social workers in schools can assist in handling learners' issues. It can trace problems back to the family level and thus provide social services to the family, such as counselling for parents and family members.
- Workshops should be organised regularly for teachers and school managers to teach them how to create a conducive learning environment and deal with violence in school.
- Individual intervention strategies such as counselling, drug and substance rehabilitation programmes, should be recommended for learners with serious behavioural problems.
- There should be an explicit school policy and effective strategy to handle issues of violence directed at teachers. Participants affirmed that school management did not address their issues of directed violence in school.

6.5 Limitations of the study

According to (Gray 2018), any study will have limitations, and as such, researchers should state significant limitations that may affect the credibility of their findings. This study was conducted in two schools in Kwa-Zulu Natal. As a result, the findings of this study cannot be applied to all schools in South Africa. Participants in this study are all teachers in schools situated in Inanda. Therefore, their perspectives and understanding in this study are based on their own experiences. It is possible that other teachers in different contexts, such as urban and rural, might have different narratives on the same topic. Moreover, the sample size was also a limitation. I worked

with only three teachers, and the findings cannot be generalised to the larger population.

6.6 Conclusion

This study intended to explore ways of mitigating violence directed at teachers in schools. Violence directed at teachers is exceptionally prevalent. The present study has confirmed from the interviewed teachers that the predominant form of violence that teachers experienced the most was verbal violence, with the learners being identified as the most active perpetrators of teacher violence. Teachers were vulnerable and they lived in the cloud of fear whenever they came to school or every time they were in class. The study established that violence directed at teachers was multifaceted, and it also negatively affected educational outcomes.

References

- Ahn, J., Lee, B.J., Kahng, S.K. *et al.* Estimating the Prevalence Rate of Child Physical and Psychological Maltreatment in South Korea. *Child Ind Res* 10, 187–203 (2017). <https://doi.org/10.1007/s12187-016-9369-z>
- Amankwaa, L. (2016). Creating protocols for trustworthiness in qualitative research. *Journal of Cultural Diversity*, 23(3), 1-14.
- Algozzine, B., & Hancock, D. (2017). *Doing case study research: A practical guide for beginning researchers*. Teachers College Press.
- Alharahsheh, H. H., & Pius, A. (2020). A Review of key paradigms: positivism VS interpretivism. *Global Academic Journal of Humanities and Social Sciences*, 2(3), 39–43. <https://doi.org/10.36348/gajhss.2020.v02i03.001>
- Allison, P., & Pomeroy, E. (2000). How shall we “know?” Epistemological concerns in research in experiential education. *Journal of Experiential Education*, 23(2), 91-98. <https://doi.org/10.1177%2F105382590002300207>
- Alvarez, A., & Bachman, R. D. (2019). *Violence: The enduring problem*. Sage Publications.
- American Educational Research Association. (2002). Ethical standards of the American Educational Research Association: cases and commentary. *Washington, DC: Author*.
- Anderson, C., & Kirkpatrick, S. (2016). Narrative interviewing. *International Journal of Clinical Pharmacy*, 38(3), 631–634. <https://doi.org/10.1007/s11096-015-0222-0>
- Anderman, E. M., Eseplage, D. L., Reddy, L. A., McMahon, S. D., Martinez, A., Lane, K. L., ... & Paul, N. (2018). Teachers’ reactions to experiences of violence: An attributional analysis. *Social psychology of education*, 21(3), 621-653. <https://doi.org/10.1007/s11218-018-9438-x>
- Arifin, S. R. M. (2018). Ethical considerations in a qualitative study. *International Journal of Care Scholars*, 1(2), 30-33.
- Baldry, A. C. (2003). Bullying in schools and exposure to domestic violence. *Child Abuse & Neglect*, 27, 713–732. [https://doi.org/10.1016/S0145-2134\(03\)00114-5](https://doi.org/10.1016/S0145-2134(03)00114-5)

- Bandura, A. (Ed.). (2017). *Psychological modeling: Conflicting theories*. Transaction Publishers.
- Bandura, A. (1989). Human agency in social cognitive theory. *American psychologist*, 44(9), 1175. <https://doi.org/10.1111/1467-839X.00024>
- Bandura, A. (1961). Psychotherapy as a learning process. *Psychological Bulletin*, 58(2), 143–159. <https://doi.org/10.1037/h0040672>
- Bandura, A., & Hall, P. (2018). Albert bandura and social learning theory. *Learning theories for early years practice*. Sage.
- Bandura, A. (1973). *Aggression: A social learning analysis*. Prentice-hall.
- Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1). Prentice Hall: Englewood cliffs.
- Bandura, A., & Walters, R. H. (1963). *Social learning and personality development*. Holt Rinehart and Winston.
- Bandura, A., Ross, D., & Ross, S. A. (1963). Vicarious reinforcement and imitative learning 1. In *Journal of Abnormal and Social Psychology*, 67(6).
- Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership*. Psychology Press.
- Bartlett, L., & Vavrus, F. (2017). Comparative Case Studies: An Innovative Approach. *Nordic Journal of Comparative and International Education (NJCIE)*, 1(1). <https://doi.org/10.7577/njcie.1929>
- Bell, J. (2005). *Doing your research project: a guide to first-time researchers in education, health and social science* (4 ed.). Open University Press.
- Benbenishty, R., Astor, R. A., López, V., Bilbao, M., & Ascorra, P. (2019). *Victimization of teachers by students in Israel and Chile and its relations with teachers ' victimization of students*. August 2017, 107–119. <https://doi.org/10.1002/ab.21791>
- Berlanda, S., Fraizzoli, M., de Cordova, F., & Pedrazza, M. (2019). Psychosocial risks and violence against teachers. Is it possible to promote well-being at work?. *International journal of environmental research and public health*, 16(22), 4439. <https://doi.org/10.3390/ijerph16224439>

- Bernard, H. R. (2017). Qualitative data analysis I: Text analysis. In *Research methods in anthropology: Qualitative and quantitative approaches*.
<https://doi.org/10.1525/aa.2000.102.1.183>
- Bester, S., & Du Plessis, A. (2010). Exploring a secondary school educator's experiences of school violence: A case study. *South African Journal of Education*, 30(2). <https://doi.org/10.15700/saje.v30n2a340>
- Berg, J. K., & Cornell, D. (2016). Authoritative school climate, aggression toward teachers, and teacher distress in middle school. *School psychology quarterly*, 31(1), 122. <https://psycnet.apa.org/doi/10.1037/spq0000132>
- Bertram, C., & Christiansen, I. (2014). *Understanding research: An introduction to reading research*. Pretoria: Van Schaik.
- Biesta, G. (2010). Pragmatism and the philosophical foundations of mixed methods research. *Sage handbook of mixed methods in social and behavioral research*, 2, 95-118.
- Bold, C. (2012). Analysing narrative data. *Using narrative in research*. Sage.
- Botha, J., Myburgh, C., & Poggenpoel, M. (2012). Peer aggression by secondary school learners in a South African school setting: Effects of race, ethnicity, and gender. *Journal of Psychology in Africa*, 22(3), 409–413.
<https://doi.org/10.1080/14330237.2012.10820546>
- Bowes, L., Arseneault, L., Maughan, B., Taylor, A., Caspi, A., & Moffitt, T. E. (2009). School, neighbourhood, and family factors are associated with children's bullying involvement: A nationally representative longitudinal study. *Journal of the American Academy of Child & Adolescent Psychiatry*, 48(5), 545-553.
<https://doi.org/10.1097/CHI.0b013e31819cb017>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
<https://doi.org/10.1191/1478088706qp063oa>
- Braun, V., & Clarke, V. (2021). One size fit all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology*, 18(3), 328–352. <https://doi.org/10.1080/14780887.2020.1769238>

- Brown, D. W., Riley, L., Butchart, A., Meddings, D. R., Kann, L., & Harvey, A. P. (2009). Exposure to physical and sexual violence and adverse health behaviours in African children: results from the Global School-based Student Health Survey. *Bulletin of the World Health Organization*, 87, 447-455. https://doi.org/10.1111/j.1365-2214.2009.01023_2.x
- Boundless. (2016, May 27). *Boundless Psychology Boundless*. <https://www.boundless.com/psychology/textbooks/boundless-psychology.textbook/personality-16/social-cognitive-perspectives-on-personality.81/criticisms-of-the-social-cognitive-perspective-on-personality-316-12851/>
- Bounds, C., & Jenkins, L.N. Teacher-Directed Violence and Stress: the Role of School Setting. *Contemp School Psychol* 22, 435–442 (2018). <https://doi.org/10.1007/s40688-018-0180-3>
- Brinkmann, S., & Kvale, S. (2018). *Doing interviews* (Vol. 2). Sage.
- Bush, T., Joubert, R., Kiggundu, E., & Van Rooyen, J. (2010). Managing teaching and learning in South African schools. *International Journal of Educational Development*, 30(2), 162-168. <https://doi.org/10.1016/j.ijedudev.2009.04.008>
- Burton, P. (2008). Dealing with school violence in South Africa. *Centre for Justice and Crime Prevention (CJCP) Issue Paper*, 4(1), 1-16.
- Burton, P & Leoschut, L. (2013). *School violence in South Africa results of the 2012 National school violence study*. http://www.cjcp.org.za/uploads/2/7/8/4/27845461/monograph12-school-violence-in-south_africa.pdf
- Carcea, I., & Froemke, R. C. (2019). Biological mechanisms for observational learning. *Current opinion in neurobiology*, 54, 178-185. <https://doi.org/10.1016/j.conb.2018.11.008>
- Carrell, S. E., & Hoekstra, M. L. (2010). *Externalities in the Classroom: How Children Exposed to Domestic Violence Affect Everyone's Kids*. 2(1), 211–228. <https://doi.org/10.1257/app>
- Carpenter, C., & Suto, M. (2008) *Qualitative research for occupational and physical*

therapists: a practical guide. Blackwell, Oxford.

- Carrell, S. E., & Hoekstra, M. L. (2010). Externalities in the Classroom: How children exposed to domestic violence affect everyone's kids. *American Economic Journal: Applied Economics*, 2(1), 211-28. <https://www.jstor.org/stable/25760199>
- Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E., & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational research review*, 14, 33-46. <https://doi.org/10.1016/j.edurev.2015.01.002>
- Cherry, K., & Swaim, E. (2020). What the Bobo Doll Experiment reveals about kids and aggression. <https://www.verywellmind.com/bobo-doll-experiment-2794993>
- Chilisa, B. (2012). Postcolonial indigenous research paradigms. *Indigenous research methodologies*. Thousand Oaks, CA: Sage, 98-127.
- Carcea, I., & Froemke, R. C. (2019). Biological mechanisms for observational learning. *Current opinion in neurobiology*, 54, 178-185. <https://doi.org/10.1016/j.conb.2018.11.008>
- Carrell, S. E., & Hoekstra, M. L. (2010). *Externalities in the Classroom: How Children Exposed to Domestic Violence Affect Everyone's Kids*. 2(1), 211–228. <https://doi.org/10.1257/app>
- Clandinin, D. J. (2019). *Journeys in narrative inquiry: The selected works of D. Jean Clandinin*. Routledge.
- Clandinin, D. J., & Connelly, F. M. (2004). *Narrative inquiry: Experience and story in qualitative research*. John Wiley & Sons.
- Cleary, M., Horsfall, J., & Hayter, M. (2014). Data collection and sampling in qualitative research: does size matter?. *Journal of advanced nursing*, 473-475.
- Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education*. London: Routledge.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th Edition). London: Routledge.
- Collins, C. S., & Stockton, C. M. (2018). The Central Role of Theory in Qualitative

- Research. *International Journal of Qualitative Methods*, 17(1).
<https://doi.org/10.1177/1609406918797475>
- Connolly, G. J. (2017). Applying social cognitive theory in coaching athletes: The power of positive role models. *Strategies*, 30(3), 23-29.
<https://doi.org/10.1080/08924562.2017.1297750>
- Corbin, J. & Strauss, A., 2015. *Basics of qualitative research: Techniques and procedures for developing grounded theory*. Sage publications.
- Creswell, J.W. (2009). *Research design: Qualitative, quantitative, and mixed methods approach*. (2nd ed.) Thousand Oaks: Sage.
- Crowe, S., Cresswell, K., Robertson, A., Hubby, G., Avery, A., & Sheikh, A. (2011). The case study approach. *BMC medical research methodology*, 11(1), 1-9.
<http://www.biomedcentral.com/1471-2288/11/100>
- Cuthbertson, L. M., Robb, Y. A., & Blair, S. (2020). Theory and application of research principles and philosophical underpinning for a study utilising interpretative phenomenological analysis. *Radiography*, 26(2), e94-e102.
<https://doi.org/10.1016/j.radi.2019.11.092>
- Cuellar, M. J., & Mason, S. E. (2019). School social worker views on the current state of safety in US schools: A qualitative study. *Children & Schools*, 41(1), 25-34. <https://doi.org/10.1093/cs/cdy028>
- Denzin, N. K., & Giardina, M. D. (Eds.). (2010). *Qualitative inquiry and human rights*. Left Coast Press.
- Department of Provincial and Local Government. (2013). *Inanda, Ntuzuma, KwaMashu (INK) nodal economic development profile*.
http://www.durban.gov.za/Documents/City_Government/IDP_Policy/01%20INK_narrative.pdf.
- Department of Basic Education. 1996. *South African Schools Act*. Pretoria: Government Printers.
- De Wet, C. (2016). The Cape Times's portrayal of school violence. *South African Journal of Education*, 36(2): 1- 12. <https://doi.org/10.15700/saje.v36-n2a1231>.

- Dogutas, A. (2013). School Violence In American Schools: Teachers Perceptions. *International Journal of Academic Research*, 5(3).<https://doi.org/10.7813/2075-4124.2013/5-3/B.15>
- Du Plessis, Alfred Haupt. 2008. "Exploring Secondary School Educator Experiences of School Violence." Unpublished MEd diss. Pretoria, South Africa: University of Pretoria
- Bester, S., & Du Plessis, A. (2010). Exploring a secondary school educator's experiences of school violence: A case study. *South African Journal of Education*, 30(2). <https://doi.org/10.15700/saje.v30n2a340>
- Eke, C. I. (2016). *The causes and management of school-based violence in high schools in Umgungundlovu District of KwaZulu-Natal* (Doctoral dissertation). <https://researchspace.ukzn.ac.za/handle/10413/16493>
- Edinyang, S. D. (2016). The significance of social learning theories in the teaching of social studies education. *International Journal of Sociology and Anthropology Research*, 2(1), 40-45.
- Elman, C., Gerring, J., & Mahoney, J. (2016). Case Study Research: Putting the Quant Into the Qual. *Sociological Methods & Research*, 45(3), 375-391. <https://doi.org/10.1177/0049124116644273>
- Espelage, D., Anderman, E. M., Brown, V. E., Jones, A., Lane, K. L., McMahon, S. D., Reddy, L. A., & Reynolds, C. R. (2013). Understanding and preventing violence directed against teachers: Recommendations for national research, practice, and policy agenda. *American Psychologist*, 68(2), 75–87. <https://doi.org/10.1037/a003130>
- Etchells, M. J., Ketsetzi, A., Fleming, K., Meister, S., & Waxman, H. (2017). Identifying Key Factors Influencing Violence Directed Toward K-12 Teachers in American Schools. In *Ohio, USA Electronic International Journal of Education, Arts, and Science* (Issue 6). <http://www.eijeas.com><http://www.eijeas.com>
- Etikan, I. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, 5(1), 1. <https://doi.org/10.11648/j.ajtas.20160501.11>

- Ewen, R. B. (2014). *An introduction to theories of personality*. Psychology Press.
- Ferrara, P., Franceschini, G., Villani, A., & Corsello, G. (2019). Physical, psychological and social impact of school violence on children. *Italian journal of paediatrics*, 45(1), 76. <https://doi.org/10.1186/s13052-019-0669-z>
- Farrell, A. D., Pittman, S. K., O'Connor, K. E., & Sullivan, T. N. (2022). Peer factors as mediators of relations between exposure to violence and physical aggression in middle school students in a low-income urban community. *Psychology of Violence*, 12(3), 170–182. <https://doi.org/10.1037/vio0000405>
- Firat, A. F. (2018). Violence in/by the market. In *Journal of Marketing Management*, 34(11–12), pp. 1015–1022). Routledge.
<https://doi.org/10.1080/0267257X.2018.1432190>
- Gerard, A. G., Choong, J. S., Kang, J. M., Ling, S. T., & Poo, S. Y. (2019). *Application of bandura's social cognitive theory to examine the factors that motivate undergraduate students' participation in the service-learning environment* (Doctoral dissertation, Universiti Tunku Abdul Rahman).
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of qualitative research*, 2(163-194), 105.
- Guba, E. G., & Lincoln, Y. S. (1989). *Fourth generation evaluation*. Sage.
- Gale, C. L. (2015). *A Study Guide for Psychologists and Their Theories for Students: Albert Bandura*. Gale, Cengage Learning.
- Grant, C., & Osanloo, A. (2014). Understanding, Selecting, and Integrating a Theoretical Framework in Dissertation Research: Creating the Blueprint for Your “House.” *Administrative Issues Journal Education Practice and Research*, 4(2).
<https://doi.org/10.5929/2014.4.2.9>
- Gregory, A., Cornell, D., & Fan, X. (2012). Teacher safety and authoritative school climate in high schools. *American Journal of Education*, 118(4), 401–425.
<https://doi.org/10.1086/666362>
- Halcomb, E. J. (2016). Understanding the importance of collecting qualitative data creatively. Faculty of Science, Medicine and Health - Papers: part A. 3480.
<https://ro.uow.edu.au/smhpapers/3480>

- Hamby, S. (2017). On defining violence, and why it matters. In *Psychology of Violence*, 7(2), pp. 167–180. American Psychological Association Inc.
<https://doi.org/10.1037/vio0000117>
- Hagger, M. S., Cameron, L. D., Hamilton, K., Hankonen, N., & Lintunen, T. (Eds.). (2020). *The handbook of behaviour change*. Cambridge University Press.
- Harber, C., & Mncube, V. (2011). Is schooling good for the development of society?: the case of South Africa. *South African Journal of Education*, 31(2).
- Hesse-Biber, S. N. (2017). In-depth interviewing. *The practice of qualitative research*, 3, 138-139.
- Herriott, R. E., & Firestone, W. A. (1983). Multisite qualitative policy research: Optimizing description and generalizability. *Educational researcher*, 12(2), 14-19.
- Huang, F. L., Lloyd-Eddy, C., & Camp, E., (2020) The Role of the Perceptions of School Climate and Teacher Victimization by Students. *Journal of Interpersonal Violence*, 35, 23-24. <https://doi.org/10.1177/0886260517721898>
- Hyman, I. A., & Perone, D. C. (1998). The other side of school violence: Educator policies and practices that may contribute to student misbehaviour. *Journal of School Psychology*, 36(1), 7-27. [https://doi.org/10.1016/S0022-4405\(97\)87007-0](https://doi.org/10.1016/S0022-4405(97)87007-0)
- Iphofen, R., & Tolich, M. (Eds.). (2018). *The SAGE handbook of qualitative research ethics*. Sage.
- Igwenagu, C. (2016). *Fundamentals of research methodology and data collection*. LAP Lambert Academic Publishing.
- Israel, M. (2015). *Research ethics and integrity for social scientists: Beyond regulatory compliance*. Sage.
- Jean-Pierre, J., & Parris, S. (2018). Alternative school discipline principles and interventions: An overview of the literature. *McGill Journal of Education/Revue des sciences de l'éducation de McGill*, 53(3).
- Jordaan, N. (2018 June 12). Teacher abuse is escalating': Sadtu on recent attack by the learner. DispatchLIVE. <https://www.dispatchlive.co.za/news/2018-06-12-t/>

- Johnson, C. W., & Parry, D. C. (Eds.). (2016). *Fostering social justice through qualitative inquiry: A methodological guide*. Routledge.
- Joyce, T. M. (2013). School Violence: Reimagining Schools as 'Safe Havens'. *Journal of Social Sciences*, 37(3), 249-258.
<https://doi.org/10.1080/09718923.2013.11893223>
- Kapa, R. R., Luke, J., Moulthrop, D., & Gimbert, B. (2018). Teacher victimization in authoritative school environments. *Journal of school health*, 88(4), 272-280.
<https://doi.org/10.1111/josh.12607>
- Kamaraj, U., & Chavan, S., 2013. Qualitative research: a brief description. *Indian Journal of Medical Sciences*, 67.
- Kennedy, A. C., Bybee, D., Sullivan, C. M., & Greeson, M. (2010). The impact of family and community violence on children's depression trajectories: Examining the interactions of violence exposure, family social support, and gender. *Journal of family psychology*, 24(2), 197. <https://doi.org/10.1037/a0018787>
- Kibriya, S., Tkach, B., Ahn, J., Gonzalez, N. V., Xu, Z., & Zhang, Y. (2016). The effects of school-related gender-based violence on academic performance: Evidence from Botswana, Ghana, and South Africa. *Washington DC: USAID and the Center on Conflict and Development*.
- Killam, L. (2013). *Research terminology simplified: Paradigms, axiology, ontology, epistemology and methodology*. Laura Killam.
- Kivunja, C., & Kuyini, A. B. (2017). Understanding and Applying Research Paradigms in Educational Contexts. *International Journal of Higher Education*, 6(5), 26. <https://doi.org/10.5430/ijhe.v6n5p26>
- Kopecký, K., & Szotkowski, R. (2017). Specifics of cyberbullying of teachers in Czech schools-A national research. *Informatics in Education*, 16(1), 103-119.
<https://doi.org/10.15388/infedu.2017.06>
- Korstjens, I., & Moser, A. (2018). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1), 120–124. <https://doi.org/10.1080/13814788.2017.1375092>
- LaMorte, W. W. (2019). The social cognitive theory. Boston University School of

Public Health. Retrieved from <https://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/BehavioralChangeTheories/BehavioralChangeTheories5.html>.

Layder, D. (2018). *Investigative research: Theory and practice*. Sage.

Leigh, J., Disney, T., Warwick, L., Ferguson, H., Beddoe, L., & Cooner, T. S. (2021). Revealing the hidden performances of social work practice: The ethnographic process of gaining access, getting into place and impression management. *Qualitative Social Work*, 20(4), 1078–1095. <https://doi.org/10.1177/1473325020929067>

Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic inquiry*. Sage. [https://doi.org/10.1016/0147-1767\(85\)90062-8](https://doi.org/10.1016/0147-1767(85)90062-8)

Lloyd, M. (2018). Domestic violence and education: Examining the impact of domestic violence on young children, children, and young people and the potential role of schools. *Frontiers in psychology*, 9, 2094. <https://doi.org/10.3389/fpsyg.2018.02094>

Lokmić, M., Opić, S., & Bilić, V. (2013). Violence against teachers – Rule or exception? *International Journal of Cognitive Research in Science, Engineering and Education*, 1(2), 6–15. <https://cyberleninka.ru/article/n/violence-against-teachers-rule-or-exception>

Lowe, E., Picknoll, D., Chivers, P., Farrington, F., & Rycroft, P. (2020). Teacher-directed violence by students in Western Australia: An exploratory study. *Issues in Educational Research*, 30(1), 187–202. <https://search.informit.org/doi/10.3316/ielapa.086009813954303>

Mahome, M. M., & Rampa, S. H. (2019). The prevalence of learner-on-teacher school-based violence: a qualitative study. *Acta Criminologica: African Journal of Criminology & Victimology*, 32(2), 91-104. <https://hdl.handle.net/10520/EJC-1b921ce06e>

Makhasane, S. D. (2014). The role of leadership in addressing school violence: a case study of two South African schools [Doctoral dissertation the University of KwaZulu-Natal]. University of KwaZulu Natal Research Space.

Maguire, M., & Delahunt, B. (2017). *Doing a thematic analysis: A practical, step-by-*

- step guide for learning and teaching scholars. *All Ireland Journal of Higher Education*, 9(3). <http://ojs.aishe.org/index.php/aishe-j/article/view/335>
- Mark, M. M., Donaldson, S. I., & Campbell, B. (Eds.). (2011). *Social psychology and evaluation*. Guilford Press.
- Masuku, S. (2019 June 10). Charges were laid after a KZN pupil, teacher trade punches on school grounds. <https://www.iol.co.za/dailynews/news/kwazulu-natal>
- Martinez, A., McMahon, S. D., Coker, C., & Keys, C. B. (2016). Teacher behavioural practices: Relations to student risk behaviours, learning barriers, and school climate. *Psychology in the Schools*, 53(8), 817-830. <https://doi/10.1002/pits.21946>
- Maxwell, J. A. (2013). *Qualitative Research Design: An Interactive Approach*. (3rd ed). SAGE Publication.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Meyer, L., & Chetty, R. (2017). Violence in schools : a holistic approach to personal transformation of at-risk youth. *Acta Criminologica : African Journal of Criminology & Victimology*, 30(3), 121–134. <https://journals.co.za/content/journal/10520/EJC-bbcd4fd66>
- McMahon, S. D., Martinez, A., & Reynolds, C. R. (2014). *Violence directed against teachers: Results from a national survey*. 51(7). <https://doi.org/10.1002/pits>
- McMahon, S. D., Peist, E., Davis, J. O., McConnell, E., Reaves, S., Reddy, L. A., ... & Espelage, D. L. (2020). Addressing violence against teachers: A social-ecological analysis of teachers' perspectives. *Psychology in the Schools*, 57(7), 1040-1056. <https://doi.org/10.1080/15388220.2020.1779081>
- McMahon, S. D., Reaves, S., McConnell, E. A., Peist, E., & Ruiz, L., APA Task Force on Classroom Violence Directed Against Teachers, ... & Brown, V. (2017). The ecology of teachers' experiences with violence and lack of administrative support. *American Journal of Community Psychology*, 60(3-4), 502-515. <https://doi.org/10.1002/ajcp.12202>
- McConnachie, C., Skelton, A., & McConnachie, C. (2017). The constitution and the

- right to basic education. *Basic Education Rights Handbook–Education Rights in South Africa*, 13-35.
- Mlambo, S. (2020 July 21). Crime Stats 2019/20: Inanda, Umlazi and Mthatha record most rapes in SA. iol. <https://www.iol.co.za/news/politics/crime-stats-201920-inanda-umlazi-and-mthatha-record-most-rapes-in-sa-d3ef62b3-c985-4e03-a672-66549d74e413>
- Mncube, V., & Harber, C. (2013). The dynamics of violence in schools in South Africa. Report 2012. *Pretoria, South Africa: University of South Africa*.
- Mncube, V., & Steinmann, C. (2014). Gang-related violence in South African schools. *Journal of Social Sciences*, 39(2), 203-211.
<https://doi.org/10.1080/09718923.2014.11893283>
- Mohajan, H. K. (2018). Qualitative research methodology in social sciences and related subjects. *Journal of Economic Development, Environment and People*, 7(1), 23-48.
- Moon, B., & McCluskey, J. (2020). An Exploratory Study of Violence and Aggression Against Teachers in Middle and High Schools: Prevalence, Predictors, and Negative Consequences. *Journal of School Violence*, 19(2), 122–137.
<https://doi.org/10.1080/15388220.2018.1540010>
- Moon, B., Morash, M., & McCluskey, J. (2021). Student violence directed against teachers: Victimized teachers' reports to school officials and satisfaction with school responses. *Journal of interpersonal violence*, 36(13-14).
<https://doi.org/10.1177%2F0886260519825883>
- Moon, B., Morash, M., Jang, J., & Jeong, S. (2015). Violence against teachers in South Korea: Negative consequences and factors leading to emotional distress. *Violence and Victims*, 30, 279-292. <http://doi.org/10.1891/0886-6708.VV-D-13-00184>
- Mekoa, R. (2019 May 28). Education dept not doing enough to ensure teacher safety: Sadtu. *SABC news*. Education dept not doing enough to ensure teacher safety: Sadtu - SABC News - Breaking news, special reports, world, business, sports coverage of all South African current events. Africa's news leader.

- Morse, J. M. (2015). Critical Analysis of Strategies for Determining Rigor in Qualitative Inquiry. *Qualitative Health Research*, 25(9), 1212–1222.
<https://doi.org/10.1177/1049732315588501>
- Moser, A., & Korstjens, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European journal of general practice*, 24(1), 9-18. <https://doi.org/10.1080/13814788.2017.1375091>
- Murray, M. (2018). Narrative data. *Sage handbook of qualitative data collection*, 264-279.
- Ncontsa, V. N., & Shumba, A. (2013). The nature, causes and effects of school violence in South African high schools. *South African Journal of education*, 33(3), 1-15. <http://www.sajournalofeducation.co.za>
- Ngcobo, L. 2019. An exploration of physical violence at a secondary school in Inanda, KwaZulu-Natal [Masters Thesis, University of KwaZulu-Natal]. University of KwaZulu Natal Research Space.
<https://researchspace.ukzn.ac.za/handle/10413/18714>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16(1). <https://doi.org/10.1177/1609406917733847>
- Ntinda, K. (2018). Narrative Research. In *Handbook of Research Methods in Health Social Sciences* (pp. 1–13). Springer Singapore. https://doi.org/10.1007/978-981-10-2779-6_79-1
- Olivier, E., Janosz, M., Morin, A. J. S., Archambault, I., Geoffrion, S., Pascal, S., Goulet, J., Marchand, A., & Pagani, L. S. (2021). Chronic and Temporary Exposure to Student Violence Predicts Emotional Exhaustion in High School Teachers. *Journal of School Violence*, 20(2), 195–211.
<https://doi.org/10.1080/15388220.2021.1875841>
- Ozkilic, R., & Kartal, H. (2012). Teachers Bullied by Their Students: How Their Classes Influenced After Being Bullied? *Procedia - Social and Behavioral Sciences*, 46, 3435–3439. <https://doi.org/10.1016/j.sbspro.2012.06.080>
- Pahad, S., & Graham, T. M. (2012). Educators' perceptions of factors contributing to

- school violence in Alexandra. *African Safety Promotion: A Journal of Injury and Violence Prevention*, 10(2), 3-15.
- Patel, L. (2015). *Decolonizing educational research: From ownership to answerability*. Routledge.
- Paul, J., & Criado, A. R. (2020). The art of writing a literature review: What do we know and what do we need to know?. *International Business Review*, 29(4), 101717.
- Payne, A. A., & Gottfredson, D. C. (2019). Communal schools and teacher victimization. *Aggressive behaviours*, 45(4), 397-407. <https://doi.org/10.1002/ab.21826>
- Peist, E., McMahon, S. D., Davis, J. O., & Keys, C. B. (2020). Teacher turnover in the context of teacher-directed violence: An empowerment lens. *Journal of school violence*, 19(4), 553-565.
<https://doi.org/10.1080/15388220.2020.1779081>
- Ponton, M. K., & Carr, P. B. (2012). Autonomous learning and triadic reciprocal causation: a theoretical discussion. *International Journal of Self-Directed Learning*, 9(1), 1-10.
- Pillay, T. (2020 August 2). Inanda has the most rape cases in SA for 2019/20.iol. <https://www.iol.co.za/sunday-tribune/news/inanda-has-most-rape-cases-in-sa-for-201920-843b5328-aa73-46de-8f44-980033724728>
- Powell, A., Shennan, S., & Thomas, M. G. (2009). Late Pleistocene Demography and the Appearance of Modern Human Behavior. In *New Series* (Vol. 324, Issue 5932).
- Prinsloo, J., Ladikos, A., & Neser, J. (2005). Attitudes of public school learners to under-age drinking and illegal substance abuse: a threat to social stability?. *Child Abuse Research in South Africa*, 6(1), 28-40.
- Queirós, A., Faria, D., & Almeida, F. (2017). *European Journal of Education Studies strengths and limitations of qualitative and quantitative research methods*.
<https://doi.org/10.5281/zenodo.887089>
- Rana, N. P., & Dwivedi, Y. K. (2015). Citizen's adoption of an e-government system:

- Validating extended social cognitive theory (SCT). *Government Information Quarterly*, 32(2), 172–181. <https://doi.org/10.1016/j.giq.2015.02.002>
- Reddy, L. A., & Dudek, C. M. (2014). Teacher progress monitoring of instructional and behavioural management practices: An evidence-based approach to improving classroom practices. *International Journal of School & Educational Psychology*, 2(2), 71-84. <https://doi.org/10.1080/21683603.2013.876951>
- Riessman, C. K. (2005). Narrative, memory & everyday life. *Narrative, Memory & Everyday Life*, 1–7. <https://doi.org/10.4135/9781412963909>
- Riessman, C.K., 2008. *Narrative methods for the human sciences*. Sage.
- Rossmann, G. B., & Rallis, S. F. (2016). *An introduction to qualitative research: Learning in the field*. Sage Publications.
- Santor, D., Bruckert, C., & McBride, K. (2019). *The escalating crisis of violence against elementary school educators in Ontario*.
- Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. *Contemporary Educational Psychology*, 60. <https://doi.org/10.1016/j.cedpsych.2019.101832>
- Schwandt, T. A., & Gates, E. F. (2018). Case study methodology. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (pp. 341–358). Thousand Oaks, CA: Sage Publications.
- Scotland, J. (2012). Exploring the philosophical underpinnings of research: Relating ontology and epistemology to the methodology and methods of the scientific, interpretive, and critical research paradigms. *English Language Teaching*, 5(9), 9–16. <https://doi.org/10.5539/elt.v5n9p9>
- Shields, N., Nadasen, K., & Hanneke, C. (2015). Teacher responses to school violence in Cape Town, South Africa. *Journal of Applied Social Science*, 9(1), 47-64. <https://doi.org/10.1177%2F1936724414528181>
- Sjoberg, G., Orum, A. M., & Feagin, J. R. (2020). *A case for the case study*. The University of North Carolina Press.
- Smith, D. L., & Smith, B. J. (2006). Perceptions of violence: The views of teachers

- who left urban schools. *The High School Journal*, 89(3), 34-42.
- Sifo, L. G., & Masango, M. J. (2014). The impact of spousal violence on the children: A pastoral care approach. *HTS Teologiese Studies / Theological Studies*, 70(2). <https://doi.org/10.4102/hts.v70i2.2044>
- South Africa Department of Basic Education. (2014). Management of physical violence at school. Pretoria: Government Printer.
- South African Council for Educators. (2020). Handbook for Teachers' Rights, Responsibilities and Safety. https://www.sace.org.za/assets/documents/uploads/sace_90707-2020-01-10-Teachers%20Handbook%20Draft.pdf
- South African Council for Educators. (2019). School-Based Violence Report An overview of School-based Violence in South Africa. https://sace.org.za/assets/documents/uploads/sace_90788-2016-08-31-School%20Based%20Violence%20Report-2011.pdf
- South African Council for Educators. 2011. *School-based violence report: An overview of school-based violence in South Africa*. Centurion: SACE.
- South African Council for Educators. 2002. *Handbook for the code of conduct of professional ethics*. Centurion: SACE.
- South African School Act. 1996. Act No. 84 of 1996. Pretoria: Government Printer.
- Stake, R. E. (2008). Qualitative case studies. Sage Publications.
- Schwandt, T. A., & Gates, E. F. (2018). Case study methodology. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (pp. 341–358). Thousand Oaks, CA: Sage Publications
- Tiesman, H., Konda, S., Hendricks, S., Mercer, D., & Amandus, H. (2013). Workplace violence among Pennsylvania education workers: Differences among occupations. *Journal of safety research*, 44, 65-71.
- Tong, A., Flemming, K., McInnes, E., Oliver, S., & Craig, J. (2012). Enhancing transparency in reporting the synthesis of qualitative research: ENTREQ. *BMC Medical Research Methodology*, 12. <https://doi.org/10.1186/1471-2288-12-181>

- United Nations Education, Scientific and Cultural Organisation [UNESCO]. (2017). Education for sustainable development goals: Learning objectives. <https://unesdoc.unesco.org/ark:/48223/pf0000247444>
- Vahedi, Z. (2020). Social Learning Theory/Social Cognitive Theory. *The Wiley Encyclopedia of Personality and Individual Differences: Models and Theories*, 401-405.
- Van Jaarsveld, L. (2008). Violence in schools: a security problem?. *Acta Criminologica: African Journal of Criminology & Victimology*, 2008(sed-2), 175-188.
- Wahyuni, D. (2012). The research design maze: Understanding paradigms, cases, methods and methodologies. *Journal of applied management accounting research*, 10(1), 69-80.
- Wang, C. C., & Geale, S. K. (2015). The power of story: Narrative inquiry as a methodology in nursing research. *International Journal of Nursing Sciences*, 2(2), 195–198. <https://doi.org/10.1016/j.ijnss.2015.04.014>
- Wassenaar, D. R., & Mamotte, N. (2012). Ethical issues and ethics reviews in social science research. *The Oxford handbook of international psychological ethics*, 268-282.
- World Health Organization. (2019). *Global status report on alcohol and health 2018*. World Health Organization. <https://apps.who.int/iris/bitstream/handle/10665/274603/9789241565639-eng.pdf>
- World Health Organization. (2014). School-Based Violence Prevention A Practical Handbook. <https://www.unicef.org/media/58081/file/UNICEF-WHO-UNESCO-handbook-school-based-violence.pdf>
- Willig, C. (2013). *Introducing qualitative research in psychology*. (3rd ed.). Maidenhead, England: McGraw Hill Education, Open University Press.
- Williams, C. L. (2018). Sexual harassment in organizations: A critique of current research and policy. *Sexual Harassment and Sexual Consent*, 20-43.
- Williams, T. O., Tech, V., Ernst, J. V., & Tech, V. (2016). *Physical Attacks : An*

Analysis Of Teacher Characteristics Using The Schools And Staffing Survey.
9(3), 129–136.

Willis, J. (2007). History and foundations of interpretivist research. *Foundations of qualitative research: Interpretive and critical approaches*, 95-146.

Wilson, C. M., Douglas, K. S., & Lyon, D. R. (2011). Violence against teachers: Prevalence and consequences. *Journal of Interpersonal Violence*, 26, 2353–2371. <https://doi.org/10.1177/0886260510383027>

Wood, R., & Bandura, A. (1989). *Social Cognitive Theory of Organizational Management University of New South Wales*. 14(3), 361–384.

Woudstra, M. H., Janse van Rensburg, E., Visser, M., & Jordaan, J. (2018). Learner-to-teacher bullying is a potential factor influencing teachers' mental health. *South African Journal of Education*, 38(1), 1-10.
<https://doi.org/10.15700/saje.v38n1a1358>

Yin, R.K. (2014). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage.

Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). London: Sage.

Yow, V.R., 2014. *Recording oral history: A guide for the humanities and social sciences*. Rowman & Littlefield.

Appendices

Appendix 1: Department of Education Approval Letter



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

OFFICE OF THE HEAD OF DEPARTMENT

Private Bag X9137, PIETERMARITZBURG, 3200
Anton Lembede Building, 247 Burger Street, Pietermaritzburg, 3201
Tel: 033 3921062 / 033-3921051

Email: Phindile.duma@kzndoe.gov.za
Buyi.ntuli@kzndoe.gov.za

Enquiries: Phindile Duma/Buyi Ntuli

Ref.:2/4/8/7029

Mrs Siphelele Fortunate Khanyase
15 Ellen Road Malvern
DURBAN
4093

Dear Mrs Khanyase

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"MITIGATING TEACHER-DIRECTED VIOLENCE IN SCHOOLS: A NARRATIVE INQUIRY"**; in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 15th October 2020 to 10th March 2023.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma/Mrs Buyi Ntuli at the contact numbers above.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Dr. EV Nzama
Head of Department: Education
Date: 15th October 2020

GROWING KWAZULU-NATAL TOGETHER

Appendix 2: Ethical Clearance Certificate



27 May 2021

Miss Siphelele Fortunate Khanyase (213533689)
School Of Education
Edgewood Campus

Dear Miss Khanyase,

Protocol reference number: HSSREC/00002179/2020
Project title: Mitigating violence directed against teachers: A Narrative inquiry.
Degree: Masters

Approval Notification – Full Committee Reviewed Protocol

This letter serves to notify you that your response received on 23 May 2021 to our letter of 19 January 2021 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid for one year until 27 May 2022

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours faithfully

.....
Professor Dipane Hlalele (Chair)

/dd

Humanities & Social Sciences Research Ethics Committee
UKZN Research Ethics Office Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Tel: +27 31 260 8350 / 4557 / 3587
Website: <http://research.ukzn.ac.za/Research-Ethics/>

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

INSPIRING GREATNESS

Appendix 3: Request to participants for permission to participate in the study

UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE (HSSREC)

Request for permission to participate in a research study.

17 August 2021

Dear Participant

I am Siphelele Khanyase (student number 213533689), a master's student in Educational Psychology at the University of KwaZulu-Natal, Edgewood Campus.

You are humbly invited to participate in a study entitled: Mitigating Violence Directed at Teachers in Schools: A Narrative Inquiry. The purpose of this research is to understand the causes of violence directed at teachers and explore ways on how violence directed at teachers can be mitigated in schools.

I request that you participate in sharing your experiences of violence directed against you in school. Your narrative will add great value in this research project. Participants will be interviewed three times and will be asked to share written narrative reflections instead face to face interviews. COVID 19 protocols will strictly be adhered to.

The information and responses which will be gained during the process will be guaranteed anonymity and confidentiality and all the results will be made available in an anonymous manner to protect your identity. The data collected will be kept in secure location and destroyed after a period of five years. Your Participation in this research is purely voluntary and that you may withdraw at any point.

For any further information, I have enclosed herein the contacts of my supervisor. Please complete the consent form attached should you decide to participate in the study.

Professor D. Hlalele
Tel No: 031 2603858
E-mail: HlaleleD@ukzn.ac.za

You may also contact Research office through:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHIC ADMINISTRATION
RESEARCH OFFICE
Contact number: 031 2604557
Email: HSSREC@ukzn.ac.za

Thank you for your cooperation.
Yours sincerely

Siphelele Khanyase

Appendix 4: Participant informed consent reply slip

CONSENT DOCUMENT

DECLARATION

(To be completed by the participant)

I..... have been informed about the study entitled: Mitigating Violence Directed at Teachers: A Narrative Inquiry. I hereby understand the purpose and procedures of the study and I consent to participating in the study.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

I have been informed about any available compensation or medical treatment if injury occurs to me as a result of study-related procedures.

If I have any further questions/concerns or queries related to the study I understand that I may contact the researcher at (sphek25@gmail.com/078 2484 083).

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

Additional consent, where applicable

I hereby provide consent to:

Audio-record my interview / focus group discussion YES / NO

Signature of Participant

Date

Signature of Witness
(Where applicable)

Date

Appendix 6: Narrative Interview Schedule

NARRATIVE INTERVIEW SCHEDULE

The purpose of this narrative interview is to gather teacher's narratives/ stories of violence directed at them in schools. Violence directed at teachers, perpetrated by learners, parents or colleagues, refers to a range of aggressive behaviour that includes insults and mockery, inappropriate comments, sexual harassments and deliberate insolence, shouting and yelling, intimidation and verbal threats, harassment through the internet, damage to or theft of personal property, and physical assault.

First interview

Questions

- Tell with me a brief background about yourself, how old you are, where you come from, your family background, when you started teaching, your aspirations, and setbacks in life. You are welcome to share anything about yourself.
- Please share with me in detail your experiences of violence directed at you in school. You are welcome to share as many incidences as you can recall.
- Below are some of the media reports. Please share your views about these incidences.
 - Teacher assaulted by pupil at school says attacks on him have happened many times (Masuku & Monama, 2019).
 - "It is alleged that a grade 4 learner threw a pencil case towards an educator while she was busy at her table. Unfortunately, it hit her in the face" (Masweneng, 2019).

Second interview

Questions

- Tell me how your experience with violence affected you. What emotional, physical and psychological effects did the incidence/incidences have on you?
- Please elaborate on your personal healing process.
- Please comment on how the incidence was received by others, i.e., family members, colleagues, learners, parents, school leadership.

Third interview

Questions

- Please share with me the way in which the school and the Department of Education handle this situation.
- Were you provided with any psycho-support after the incidence? Please tell me about the support you received after the incidence/incidences, do you perhaps believe more could have been done?
- Please comment on the changes you would like to see in dealing with violence directed at teachers.

Appendix 7: Editors Certificate

CERTIFICATE

This is to certify that I edited **Siphelele Khanyase's** dissertation for the degree of the **Master of Education** in the discipline of **Educational Psychology (School of Humanities)** of **The University of KwaZulu-Natal**. The dissertation is entitled,
MITIGATING VIOLENCE DIRECTED AT TEACHERS:
A NARRATIVE INQUIRY

M.V. Nzama: M.A (General Linguistics (Unizulu)
D.Ed. Educational Psychology (Unizulu)
Editing for Professionals (Wits)
Cell: 0834790937
Email: wosimv@yahoo.com



Appendix 8: Turnitin Certificate

7/9/22, 7:11 PM

Turnitin

Document Viewer

Turnitin Originality Report

Processed on: 09-Jul-2022 12:34 PM CAT
 ID: 1868286299
 Word Count: 35711
 Submitted: 1

MEd By Siphelele Khanyase

Similarity Index <h2 style="margin: 0;">2%</h2>	Similarity by Source Internet Sources: 1% Publications: 0% Student Papers: 2%
--	---

[exclude quoted](#) [exclude bibliography](#) [exclude small matches](#) mode:

[quickview \(classic\) report](#) [Change mode](#) [print](#) [refresh](#) [download](#)

<1% match (student papers from 08-Aug-2016) Submitted to University of KwaZulu-Natal on 2016-08-08	✕
<1% match (student papers from 10-Dec-2015) Submitted to University of KwaZulu-Natal on 2015-12-10	✕
<1% match (student papers from 29-Sep-2016) Submitted to University of KwaZulu-Natal on 2016-09-29	✕
<1% match (student papers from 20-Oct-2019) Submitted to University of KwaZulu-Natal on 2019-10-20	✕
<1% match (student papers from 09-Jun-2020) Submitted to North West University on 2020-06-09	✕
<1% match (Internet from 26-Aug-2021) https://researchspace.ukzn.ac.za/jspui/bitstream/10413/18968/1/Nhlumayo_Buhle_Stella_2020.pdf	✕
<1% match (student papers from 01-Feb-2022) Submitted to Prairie View A&M University on 2022-02-01	✕
<1% match () Looney, Kristyna. "DO TEACHERS' BELIEFS ABOUT INTELLIGENCE AND FAILURE IMPACT STUDENTS' BELIEFS ABOUT INTELLIGENCE WHEN ACCOUNTING FOR PARENT INFLUENCE?", 2019	✕
<1% match () Ejesieme, Amarachi. "Carbon monoxide exposure and respiratory diseases in Wells Estate and Walmer township in Port Elizabeth, South africa", Faculty of Health Sciences, 2019	✕
<1% match (student papers from 05-Jun-2019) Submitted to University of the Western Cape on 2019-06-05	✕
<1% match (Internet from 27-Oct-2021) https://press.rebus.community/2psych111/chapter/conditioning-and-learning/	✕
<1% match (student papers from 28-Jul-2016) Submitted to Institute of Graduate Studies, UiTM on 2016-07-28	✕
<1% match (student papers from 21-Jun-2015) Submitted to Saint Leo University on 2015-06-21	✕

https://www.turnitin.com/newreport_classic.asp?lang=en_us&oid=1868286299&ft=1&bypass_cv=1

1/49